Rhode Island Charter Public Schools:

2020 Request for Charter School Expansions
Office of College and Career Readiness
Rhode Island Department of Education

Achievement First Rhode Island

Application for Expansion

Submitted: September 28, 2020

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1.0 Cover Sheet

Name of Charter: Achievement First Rhode Island **Charter Type:** Mayoral Academy
Location of Charter School: 370 Hartford Avenue, Providence RI
Location of Additional Schools (if applicable): 85 Garfield Street, Cranston RI

Enrolling Communities (if statewide, write statewide): Providence, North Providence, Warwick, Cranston
Primary Contact Name: Elizabeth Winangun **Primary Contact Signature:**
Primary Contact Role: Director/External Relations **Date:** 9/23/20
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Charter	Grade Levels Served	Enrollment	Communities Served
AY20-21 for the current charter (expansions only)	**K - 8 (5 schools)**	**1,728**	**Providence, North Providence, Warwick, Cranston**
AY21-22 proposed new or expanded charter	**K - 9 (7 schools)**	**2,204**	**Providence, North Providence, Warwick, Cranston**
AY25-26 (5-years) proposed new or expanded charter	**K-12 (10 schools)**	**3,886**	**Providence, North Providence, Warwick, Cranston**
Proposed new or expanded charter at-scale	**K - 12 (12 schools)**	**5,740**	**Providence, North Providence, Warwick, Cranston**

Signature of Charter Board Chair: _____ Print Name: Mayor Jorge Elorza

Organization/Title: Mayor, City of Providence Date September 23, 2020

Name of Establishing Entity: Achievement First Rhode Island

Signature of Entity Representative: Print Name:Morgan Carter
Position/Title:Charter School Director Date: 9/22/20

2.0 Executive Summary

Achievement First Rhode Island (AFRI) opened as a Rhode Island Mayoral Academy in August 2013, established to serve the City of Providence in addition to students from three ring cities – North Providence, Cranston, and Warwick. The mission to provide all children with an equal education requires an organizational goal to expand the number of high quality seats available, whether through direct expansion like that proposed here, sharing our best practices with our host districts and charter cousins, or direct training and support through our AF Accelerate initiatives.

Since our founding, AFRI has successfully expanded to three elementary schools and two middle schools. AFRI schools have had consistently strong results, including results that meet or approach the very best districts in the state. AFRI proposes adding two K-8 campuses and an additional high school so that at full-scale in the 2033-34 school year, we would operate 12 schools serving over 5,700 scholars. The expansion proposal presented here is core to our mission, and consistent with the plans that enable us to serve almost 15,000 students across our RI, CT, and NY regions in 2020-21.

AFRI has a demonstrable track record of student achievement and operational performance that exceeds our sending districts, the state overall and some of the highest performing districts in the state. Expansion will only increase the number of students positively impacted by these strong results.

Since AF Providence Mayoral Academy opened in August of 2013, the schools have experienced extremely strong demand and application rates to our lottery. We have easily filled each successive school and additional grade, sadly with a vast number of students remaining on our waitlists. In the lottery for the 2020-21 school year, there were 4,373 applications for 526 open seats, a ratio of over 8:1. The percentage of our unique applicants that remain on the

waitlist at the end of the recruitment season has climbed from 58% in our third year of operation to 77% currently.

There continues to be a burning need for an equal and better education for the children of Rhode Island. On the 2018-19 State Tests, only 29.6% of the students from our sending districts were proficient in ELA, and only 19.3% were proficient in Math. The achievement gaps between Black and Hispanic students and their White peers are still shockingly high -- 25 percentage points in some instances.

In order to expand, Achievement First is taking multiple steps to ensure increased excellence with increased scale. The number one factor affecting school excellence is leadership, so we have worked hard to develop talent at the regional superintendent, principal, and principal-in-residence levels, promoting our highest-performing principal in Rhode Island to be a principal manager and hiring an additional regional superintendent to support RI secondary schools. We bolstered our principal-in-residence program creating a strong pipeline of future school leaders in the program. Operationally, we support growing schools with regional directors of operations, and are exploring ways to create even greater efficiencies through shared resources among individual schools.

While large portions of the AF curriculum are applicable across Rhode Island, Connecticut, and New York, we have also developed additional materials aligned to RI standards and assessments.

The biggest change for AFRI will be the addition of a high school. Achievement First has a strong and proven high school model, currently operating two in CT and three in NY.

The budget projections show that AFRI will continue to be a financially sound and sustainable entity based on current operations and on initial-year fundraising assumptions given the extensive experience of AFRI and Achievement First in operating public charter schools in Rhode Island and nearby.

3. Mission

The mission of Achievement First Rhode Island schools is to deliver on the promise of equal educational opportunity for all of America's children. We know that every child—regardless of race, zip code or economic status—deserves access to great schools. At Achievement First, our students realize their potential and develop the skills they need to graduate from college, succeed in a competitive world and serve as the next generation of leaders in our community.

AF started with an intense focus on the achievement gap, viewing it as morally unacceptable that lower-income students and students of color achieved at lower levels than their wealthier peers. AF has a strong track record of closing these gaps - and we have expanded our view of what a great school accomplishes to be more than just high levels of student achievement. When we saw that our suspensions were too high and our student investment survey data too low, we directly addressed the suspension challenge, cutting suspensions in half over three years. We also doubled-down on advisory programs, socioemotional learning, and student voice.

While we are still very data-focused and standards-aligned, we are obsessed with ensuring that every classroom sings with intellectual joy. We believe deeply that rigor and joy are not mutually exclusive -- the math solution that just eludes a student who then needs to creatively problem-solve, the meaty question in a literature class that sparks an intense debate about the meaning of a text, the "a ha" moment in a science lab when a hypothesis is proven or disproven. These moments map to the deepest levels of learning and the most sophisticated standards - and they bring deep joy and fulfillment.

As we have embraced this vision of intellectual joy in the classroom, we've realized that the way we prepare for lessons daily needs to change. We strongly believe that deep **intellectual preparation and student work analysis** are at the heart of lesson planning. Intellectual preparation requires AF teachers do the work they will ask students to do and create

exemplar student responses. They then determine what students will have to know and do to create high-quality work and what the misconceptions or mistakes students might make are so they have a clear plan to unscramble confusion. In addition to intellectual preparation, our teachers study student work on a daily basis, identifying the critical mass of error, the conceptual understanding causing that gap, and how to fix it. They also obsess about the quality of student work and give frequent oral and written feedback to student work.

In pursuit of this mission, we have set clear, multi-year priorities: *The next five years at AF are about GREAT TEACHING fueling an EXCEPTIONAL STUDENT EXPERIENCE.* These two priorities are intertwined. AF believes that we cannot separate school culture from instruction. Rigorous, thinking-based, discourse-rich, engaging, high-expectations, high-feedback instruction is the number one driver of a great school culture, and a high-expectations, focused, joyful, relationships-enhancing culture supports great instruction. These two priorities are also at the heart of AF schools pursuing racial equity as the quest for equity must start with a deep belief in incredible intellects of our students, seeing students as having limitless academic potential and creating the high-expectations, supportive conditions where student thinking, voice, passion, and joy are actively cultivated. Finally, these two priorities directly support the success factors our research identified as most important for college & life success: 1) Academic Preparation, 2) Academic Independence, 3) Personal Why, and 4) Socio-emotional strength.

4.0 Proposed New Student Seats & Enrollment

At the core of this expansion proposal is the desire -- and need -- to serve the greatest number of Rhode Island students as possible, increasing the number of high-quality seats that we offer at our schools in as many schools as we can support well. However, Achievement First does not consider ourselves to be alone in this work. Through the work of our AF Accelerate division, we work to amplify our efforts by working with other growing charter networks and districts through the Charter Network Accelerator and Navigator Math programs. That said, serving scholars directly is where our heart lies, and we appreciate the opportunity to potentially grow and serve more scholars directly.

AFRI is currently chartered to serve just over 3,000 students across three K-8 schools and a single high school. The proposed expansion plan adds two more K-8 feeders and a second high school. At scale, we will operate a total of five elementary and five middle schools feeding two high schools. Although the exact feeding patterns from MS to HS will depend on facility location, program, and student choice, estimating 77 students matriculating from each middle school (~70% matriculation rate) provides for a healthy 190 incoming class at each of the two proposed high schools.

Because we grow our schools deliberately and organically, starting with K or K-1 and growing by one grade annually, reaching scale can take many years. In the case of this proposal, we will open our final school (HS #2) in 2029-30 and will reach full scale with all middle schools feeding through 12th grade in 2032-33. While that's eleven years from now, Achievement First has a strong habit of doing what we say and a long track record of building out this structure in our CT and NY schools.

Please see AFRI Enrollment Plan (Appendix A) for the details by school and grade across the years.

5.0 Goals

As a data-driven organization, AFRI is accustomed to setting and tracking performance against numerous important goals. In addition to our keen awareness of the RIDE Accountability Measures that determine our “star ratings” each year, the Achievement First network sets and manages against a set of organization goals and priorities, as well as measuring school performance against our internal AF Report Card.

In the most recently updated Achievement First 5-year plan (2018-2023), the overarching goals fell into three major categories:

1. **Excellence with Equity** - Preparing all our students for long term success
    a. 85% of our schools will be “strong” or “exemplary” on the AF Report Card
    b. Graduating seniors will have expected college completion rates that exceeds that of the top income quartile (65%)
2. **Expansion** - Grow to 18,000 students and 47 schools network-wide
3. **Accelerated Impact** -- Scale partnership work
    a. 80% of our Accelerator and Navigator partners achieve “strong” student achievement.
    b. Improve the achievement of 150,000 students across the country through our partnership programs.

Most relevant to our individual schools within AFRI, there are a series of priorities that support the #1 goal of Excellence with Equity:

1. Academic Preparation and Independence
2. Student Investment
3. Teacher Retention
4. Best-in-class Leadership Development
5. College and Career Support

All of this core data - academic and non-academic - flows into the AF Report Card, a consistent measure for all AF schools. Schools are evaluated on a scale of 1 to 1000, and this report card is far more rigorous than any external evaluation as we aim to set a high bar for absolute excellence. Each category has a certain point value, and points are awarded on a linear scale from zero (the same as “developing”) to 100% (the same as “exemplary”) with bonus points awarded for topping the exemplary status.

As an example, the elementary school targets from 19-20 are shared below. AF makes modifications to this report card on a yearly basis. AF Iluminar ES has scored “exemplary” on this report card for several years, and other schools in Rhode Island have usually been in the high developing or strong category, and the overall Rhode Island average has been rising over the past few years.

Elementary School Report Card

			Performance Targets			
			Bench-mark	St N-Poor	Host District Composite	Below Host District Composite
		Points 19-20	Exemplary	Strong	Developing	Poor
K-2 Achievement	**ELA Achievement**	**100***				
	STEP/F&P Kindergarten - % Proficient (STEP 4)	16	≥ 90%	≥ 85%	≥ 80%	< 80%
	STEP/F&P Kindergarten - % Advanced (STEP 6)	17*	≥ 60%	≥ 45%	≥ 30%	< 30%
	STEP/F&P 1st Grade - % Proficient (STEP 6)	16	≥ 90%	≥ 85%	≥ 80%	< 80%
	STEP/F&P 1st Grade - % Advanced (STEP 9)	17*	≥ 60%	≥ 45%	≥ 30%	< 30%
	STEP/F&P 2nd Grade - % Proficient (STEP 9)	17	≥ 90%	≥ 85%	≥ 80%	< 80%
	STEP/F&P 2nd Grade - % Advanced (STEP 12)	17*	≥ 60%	≥ 45%	≥ 30%	< 30%
	Math Achievement	**100***				
	MAP Math Kindergarten - % Proficient (≥ 75th %ile, RIT ≥ 169)	33*	≥ 55%	≥ 45%	≥ 25%	< 25%
	MAP Math 1st Grade - % Proficient (≥ 75th %ile, RIT ≥ 190)	33*	≥ 55%	≥ 45%	≥ 25%	< 25%
	MAP Math 2nd Grade - % Proficient (≥ 75th %ile, RIT ≥ 202)	34*	≥ 70%	≥ 60%	≥ 25%	< 25%
3-4 Achievement	**ELA Achievement**	**150***				
	ELA/Reading State Test 3rd Grade - % Prof/Adv	75*	≥ 80%	≥ 70%	≥ 26%	< 26%
	ELA/Reading State Test 4th Grade - % Prof/Adv	75*	≥ 81%	≥ 70%	≥ 26%	< 26%
	Math Achievement	**150***				
	Math State Test 3rd Grade - % Prof/Adv	75*	≥ 82%	≥ 71%	≥ 25%	< 25%
	Math State Test 4th Grade - % Prof/Adv	75*	≥ 80%	≥ 69%	≥ 20%	< 20%
	Student Experience: Equity	**150**				
	% of Students with 1 or more OSS	65	≤ 5%	≤ 8%	≤ 10%	-5 pts for every 1% pt above 10%
	% Student Choice Attrition	60	≤ 3.5%	≤ 4%	≤ 5%	-20 pts for every 1% pt above 5%
	4th-5th Choice Non-Matriculation @ an AF MS	25	≤ 3.5%	≤ 4%	≤ 5%	-5 pts for every 1% pt above 5%
	Student Experience: Investment	**200**				
	Student Attendance	50	≥ 97.5%	≥ 97.0%	≥ 96.0%	< 96.0%
	Student Investment Survey (Average National %ile)	100	≥ 80	≥ 67	≥ 33	< 33
	Parent Investment (% of Parents giving the school an overall grade of "A")	50	≥ 85%	≥ 75%	≥ 65%	< 65%
	Talent	**150**				
	Teacher Retention	100	≥ 85%	≥ 80%	≥ 65%	< 65%
	Org Health Survey (Avg across Q10 questions)	50	≥ 85%	≥ 75%	≥ 50%	< 50%
		1,000				

6.0 Community Need and Support

The need for high performing schools in the cities served by AFRI continues to be great eight years after our charter was founded. Achievement gaps between Black and Latino students and their White peers range from 16.7 to 25.5 percentage points across ELA and Math. Similarly, the gap between students receiving Free/Reduced Priced Lunch (FRL) is 25.5% and 18.8% in ELA and Math respectively.

		Providence, N. Providence, Cranston, & Warwick					
		ELA			Math		
Group Type	Group Name (group)	Total Count	Proficiency	Gap	Total Count	Proficiency	Gap
All Students	All	24,151	29.6%		24,539	19.3%	
FRL	No	8,970	45.6%		9,043	31.1%	
	Yes	15,181	20.2%	-25.5%	15,496	12.4%	-18.8%
Race	White	8,420	44.3%		8,420	28.8%	
	Black	2,670	20.8%	-23.5%	2,698	10.9%	-17.9%
	Hispanic	10,501	18.9%	-25.4%	10,848	12.1%	-16.7%

Community Demand

Demand for our schools has grown continuously since our founding. Data for the first two years is unavailable but, below is a chart illustrating the growth in demand for seats at AFRI since 2015-16..

	School Year					
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Year of Operation	3rd	4th	5th	6th	7th	8th
Number of schools	2	2	3	3	4	5
Total Applications	1,558	2,208	2,391	3,151	4,152	5,344
Waitlisted Applicants	592	756	935	1,327	1,850	2,153
% Waitlisted	58%	58%	65%	71%	74%	77%

Community Support and Partnership

AFRI is committed to being a part of the community we serve. Over the first seven years of our existence, we have been building strong relationships with our families first. Based on strong input from our Family Leadership Councils (similar to a Parent Teacher Organization or PTO) we have pursued relationships with organizations that support our mission to serve the highest need students in the cities we serve. To this end we have partnered with Genesis Center, Dorcas International Institute, the Latino Policy Institute at Roger Williams University, Head Start programs, housing authorities, the YMCA, and many more. We have also partnered to share our extensively renovated school facility located in the old Perry Middle School building with Team Providence Athletics, opening our gym to their high school teams, Providence Housing Authority to co-host a job fair, and Reverend Israel Mercedes / Ministry Service Center to host events and concerts.Over the past three years we have been partnering with Professor Yoko Yamamoto's Family Engagement class at Brown University. Professor Yamamoto's students have built a community website for our families with resources in each of the communities we serve.

We have been in dialogue with the Providence Public School District (PPSD) over the past several years about partnering in a variety of ways and are committed to working with district teams to create authentic partnerships based on what will be most impactful. . When the pandemic hit, we were quick to connect with Providence leadership and share resources. We also work closely with the Providence Registration Center. We are the only charter school that is listed on the Providence Kindergarten choice form. We have found that this streamlined process levels the playing field in terms of giving families access to choice options who may not otherwise know that our public charter school is an option for their family to consider.

In an effort to more deeply engage with our current school community, 2015-16 saw the creation of the Achievement First Rhode Island Ambassador program, a leadership development program for parents, teachers and staff. Through this program we engaged more than 80 parents in seven Saturday workshops. Our families will do whatever it takes to ensure

their kids climb the mountain to college with us. They are proud of their school, their community and the academic and character skills their children are working hard to build.

The combination of community, elected officials and family support for our school gives us great optimism for our future in the greater Providence community. .

7. Educational Program

Our Track Record

The Achievement First network has a 21-year track record of results, and the AFRI schools have continued in this tradition of excellence. As summarized in the executive summary and goals sections, AF schools overall and AF RI schools have consistently significantly outperformed schools serving similar student populations. Moreover, the college acceptance, matriculation, and graduation rates of AF students are more than triple to quadruple the national averages for low-income students.

Achievement First has consistently gotten better as the network has gotten bigger. Over the past decade, the network has more than doubled in size while increasing student achievement, decreasing suspensions, increasing teacher retention, and increasing student and parent satisfaction. Growth in Rhode Island, in particular, will help students in the Ocean State. Some functions were hard to do at scale, and often the smaller cluster of AFRI schools had to leverage network resources from AF staff based in another state. A critical mass of AF schools in Rhode Island will enable even more resources to be devoted to RI-specific staff and other ways of providing more RI-specific curriculum, operations, special education support, and English learner support.

The AF network -- and AFRI -- has proven resilient in addressing challenges. Over the years, the network rallied to respond to the Common Core, dramatically decreased suspension, effectively shifted to an AP for All high school model, and doubled-down on socioemotional learning. More recently, AF's response to the Coronavirus has been lauded by multiple national organizations as a model response in extremely challenging circumstances.

ELA & Math results in Rhode Island

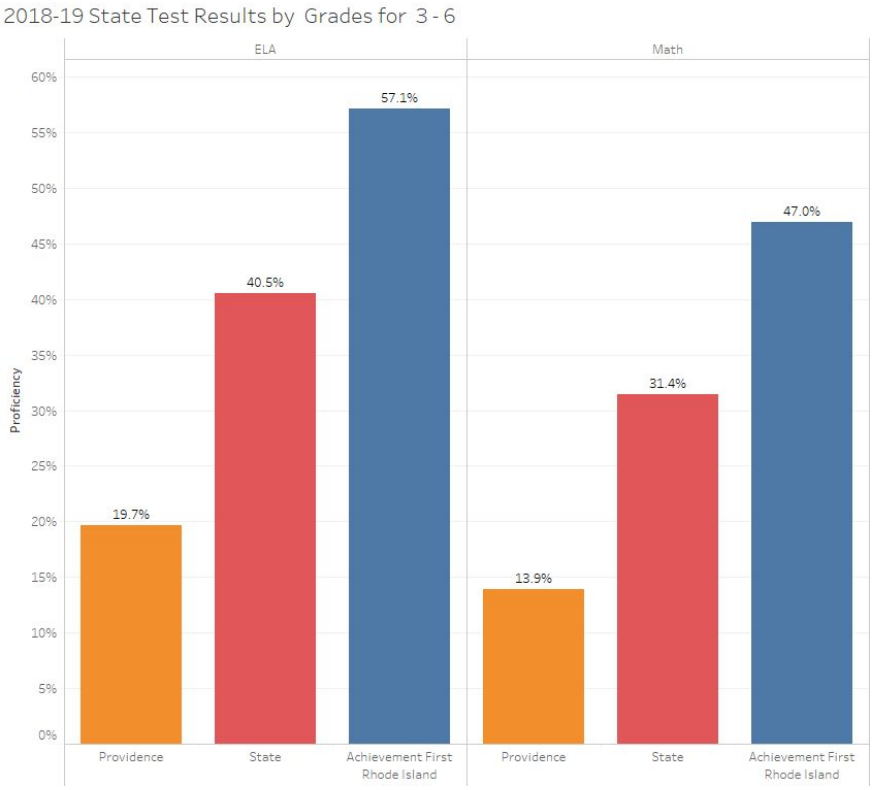
The broader AF network has outstanding results -- and a track record of rapidly responding to challenges. For example, when Common Core assessments started, AF schools

(like many) saw their achievement results plummet. AF rapidly improved, moving from 28% proficient to 55% in ELA and 44% proficient to 71% proficient in math in three years. Since then, achievement has continued to rise.

AFRI Schools have leveraged the core AF program and modified it to meet RI standards and needs.

AFRI has a demonstrable track record of student achievement and operational performance that exceeds our sending districts, the state overall and some of the highest performing districts in the state. For instance, 2018-19, 47% of AFRI students were proficient in math, and 57% were proficient in ELA. Both of these results significantly top the state results (31% math, 41% ELA) for the tested grades served in 2018-19 (3-6). Expansion will only increase the number of students positively impacted by these strong results.

Illustration 1.



AFRI will open our first high school in the 2021-22 school year. Achievement First has a strong and proven high school model, currently operating two in CT and three in NY. AF

Amistad High School was named the #1 school in Connecticut by *US News and World Report* in 2018, and AF schools in New York have some of the strongest AP participation and performance in the country. Most importantly, the AF alumni 6-year college graduation rate has been between 50 and 60 percent. (Nationally, only 16 percent of low-income students graduate from college, and the rates are even lower for low-income African-America and Latinx students.)

Last year, AF students matriculated to some of the best colleges in the country, including: Barnard, Bowdoin, Brandeis, Brown, Bryn Mawr, Colby, Cornell, Dartmouth, Davidson, Denison, Franklin & Marshall, Hamilton, Holy Cross, Howard, Kenyon, Lafayette, Lehigh, MIT, Penn State, Providence, Skidmore, Smith, Stanford, Tufts, United States Naval Academy, UConn, UPenn, Wake Forest, Wellesley, Wesleyan, Wheaton, Yale. As we add Rhode Island high schools, we expect to have URI and many other Rhode Island-based colleges on this list.

Core Values

Achievement First went through a process in 2018 to refine its core values. These values now form the backbone of both AF and AFRI Schools. The values are as follows:

Lead for Racial Equity.

AF exists to address the legacy of racism in education. We look at ourselves first. We reflect and talk about the role race plays in our work, experiences, and decisions. We strive to be constantly anti-racist in our words and actions.

Strive for Excellence.

We set ambitious goals and don't stop until we achieve them. Then, we set new goals.

Embrace Challenge.

We grow when we're challenged. That's why we welcome mistakes and challenges as opportunities to learn and get better.

Care for the Whole Person.

We share a journey to fulfill our potential as whole people. We support that journey by honoring each other's identities, emotions, and dreams AND by pushing each other from a place of belief and love.

Choose Joy.

We choose to see the purpose and joy that is within and around us, and we actively work to spread joy to others throughout each day.

Go Further Together.

We accomplish more together than we can alone. We join forces on big and small things. We do what we say we will do. We make choices with our team and family in mind.

Essentials of Great Instruction

In addition to modifying our values to get ready for the next two decades of AF excellence, AF went through a process to modify its Essentials rubric, the overall definition of instructional excellence at Achievement First. These essentials provide the instructional vision for the entire network. The Essentials are as follows - with the key question each one is trying to answer:

Classroom Environment: Do the relationships and expectations create the conditions for powerful learning?

Rigor: Are scholars engaged in reasoning aligned to the College Ready Bar?

Thinking: Are scholars doing the heavy lifting? Does instruction foster deeper conceptual understanding?

Feedback: Are scholars improving the depth and precision of their thinking?

These Essentials are used on a daily basis by AF teachers and leaders, and they form the basis for AF's Teacher Career Pathway program, AF's teacher evaluation and development program.

Student Experience Vision

Just as AF re-evaluated its values and core teaching, we went through a process to deeply re-examine our school culture and student experience practices. There was a lot we were proud of and wanted to keep, and we realized that we needed to place even more emphasis on the student experience in order to truly lead for racial equity and serve our students in the best possible way.

The next five years at AF are about Great Teaching fueling an exceptional Student Experience. As we have started that journey, there has been a desire to have more clarity about what we mean by an exceptional student experience. This is even more critical with COVID-19 and with the heightened focus on systemic racism - both of which have disportionately impacted communities of color. Now, more than ever, is time for us to clearly articulate our vision for student experience, as we need to be collectively grounded in our values and in a standard that will guide how we educate and treat our students.

What is the student experience we want? Ultimately, we want students to be known, loved, and educated.

Stated a different way, students should be able to say:

- My teachers and other students SEE and KNOW me.
- My teachers and other students BELIEVE in me.
- Because they SEE & KNOW me and BELIEVE in me, my teachers and other students hold me to the HIGHEST EXPECTATIONS for academics and my actions…and support me to meet those high expectations.

As students are in class 80% or more of the day, we believe that it is impossible to create an exceptional student experience without exceptional teaching happening daily. The language of the Classroom Environment Essential helps us to clarify what we mean here, so we leverage that as language throughout this vision.

Guiding Principles

Our student experience vision starts with our Values -- and the mindsets that flow from them.

In the 2018-19 school year, AF went through a process to clearly and boldly name its values.

The mandate to put an exceptional student experience front-and-center flows directly from our values. There is no way to **Lead for Racial Equity** if the student experience of the black and brown students in our schools feels joyless or controlling or does not see the individual brilliance and potential of all scholars. **Striving for Excellence** means that we care deeply about clear, measurable results AND also understand that those results must come in a space where scholars develop confidence and competence in their academic endeavors and, in the spirit of **Care for the Whole Person**, are deeply known and valued.

Central Beliefs

- An exceptional student experience starts with the belief that every child has incredible gifts and is worthy of love and respect at all times. It is our job as teachers to ensure that every child is known and seen. Our job is not to give our students character. They come to us with many strengths that we nurture throughout their time with us and beyond.
- A weak student experience (especially one marked by an overly controlling/negative vibe, grudging “compliance”, and/or low expectations) reinforces systemic racism by further alienating students and families and leads to inequitable outcomes -- the exact opposite of our mission to support scholars in living choice-filled lives and return to their communities as leaders. A strong student experience includes holding a high bar in a way that exudes clear rationale, care, and maintains a consistently respectful tone. Lowering the bar or attempting to maintain the bar in fear- or control- based way reinforces racism.
- We know that creating an exceptional student experience requires both/and thinking. We care about BOTH student relationships AND high expectations, systems, and

routines. We care about BOTH trusting relationships AND appropriate boundaries. We care about BOTH student experience AND great teaching. Our goal is to consistently spike in BOTH Care for Person AND Care for Performance.

- Self-reflection is key to setting the conditions for a strong student experience. We need to and support others to reflect on our/their own implicit-bias and assumptions and how our/their identity and experience contribute to how we show up in the world. We also need to self-manage and model this skill for our students. Humans are complex, socio-emotional beings. When students (or anyone for that matter) are triggered, it becomes more challenging to focus on the learning. We see it as the teacher's job to "be the thermostat" at all times and especially in the most challenging situations. When students are triggered, we need to communicate the most care and support in students strengthening their own self-management skills.
- Consistency and predictability are good for students because they help create the conditions for safety. Students know what to expect from the adults and their school environments. Their experience in one class is similar to an experience in another class. Our experience and history confirms that it is impossible to create a safe, joyful, connected, achievement-oriented culture without clarity and consistency. Our default must be to have clear, consistent schoolwide expectations and consistent ways teachers engage and respond with students. Part of being consistent includes noticing and addressing both affirming and corrective behaviors.
    - All classrooms should reach a 4:1 positive to correction student ratio (at minimum) and affirm our scholars for not just what they do but who they are as people.
    - We address off-vision student and adult actions 100% of the time -- whether that is a student running in the hall or sitting slouched in their seat OR an adult who is giving out five demerits in rapid fashion, speaking with a negative tone, or venting about a student in the work room.

    - We can be consistent AND recognize and tend to the different needs of our students. All students are different and we should not plan to treat every student in the exact same way. The premise of equity is to do more where more is needed to get similar outcomes and we know that there will be students who need more support or who will respond best to a particular strategy.
- Belief & Belonging, Focused Classrooms, and Culture of Learning (the three components of Classroom Environment) aren't "in balance" with each other. That is, when one goes up, the others should not go down. When we do this right, more of one creates more of the others. Our objective is to *triple-spike,* not balance. The Classroom Environment is also mutually reinforcing with thinking-rich teaching. In particular, engagement and challenge help to create high-belief, high-expectations classrooms.
- We believe that a strong student experience is EVERYONE's work and requires partnership--the teacher, the staff, the leaders, the network, the students, and the families. We execute on a shared vision, hold a shared standard, and work collectively toward shared outcomes.

Course of Study by Grade

Achievement First schools have a consistent course of study so that they are able to leverage the power of the network: strong curricula, consistent interim assessments, shared observations of instruction, etc. While there are slight variations year-to-year and school-to-school, all AF schools build on the same core academic program. The outline of that program is as follows:

Kinder-2nd grade*:*
Morning Meeting / Advisory
Core Literacy Block (Guided Reading, Phonics, Independent Reading, Writing)
Math (Core Math Class, ST Math)
Lunch & Recess
Science
Social Studies
Intervention
Enrichment (arts & athletics)

3rd-8th grade:
Morning Meeting / Advisory
English (Literature & Writing)
Book Club & Independent Reading
Math (Core Math Class & Problem-Solving)
Lunch & Recess
Science
History
Intervention
Enrichment (arts & athletics)

9th-12th Grade

While the program is very consistent in K-8, there are some student variations in the high school years. What is below is a typical progression. In most cases, students can choose to take a non-AP option of any AP course listed, and many math students take Geometry as 9th graders instead of Algebra. This gives them an extra year of math before taking AP Calculus or enables them to take AP Calculus BC as seniors.

English: English 9, English 10, English 11, AP English Literature 12
Writing: Composition 9, Composition 10, AP Seminar 11, AP Research 12
Math: Algebra 9, Geometry 10, Pre-Calculus 11, AP Calculus or AP Statistics 12
Science: Physics 9, Chemistry 10, AP Biology 11, AP Chem or Physics 12
History: World History 9, AP World History 10, AP US History 11, AP Gov & Politics 12
Computer Science: Intro to Computer Science, AP Computer Science
Foreigh Language: Spanish 1, 2, 3, AP
Enrichment: Dance, Art, Physical Education, Theater as core + additional offerings by school

Our confidence that we can deliver a consistently high quality education results from the investment Achievement First has made in building the curriculum and systems to help teachers access and leverage our strong materials. For years, the AF Network has maintained a "curriculum hub" where all subject and grade level materials --- program overviews, scope and sequence, fundamentals of instruction and exemplars -- are available via an easily navigable website.

Because we believe in the power of sharing, our AF Accelerate team maintains an open source website where we publish all the same up-to-date materials available to our own

teachers. You can view these materials yourself by visiting our open source website: https://www.achievementfirst.org/opensource/. Furthermore, we have included several sample program overviews available in the Appendix F.

Special Education & English Learners

Achievement First Rhode Island is committed to excellence for ALL learners. Given that AF serves a large population of English Learners in Rhode Island, AFRI has worked hard to ensure that all teachers are equipped with the knowledge and skills necessary to serve ELL students well. AF's approach starts with a mindset that it is our job to figure out the supports necessary for all scholars to achieve at incredibly high levels. Instead of lowering the bar, we figure out what additional supports are necessary for students to meet the bar.

AFRI has a full spectrum of special education services. We ensure that all IEPs are met, and that starts with clear communication to all teachers multiple times a year about the IEP needs of all students. All AF schools have at least one classroom/grade with two teachers in the class -- one a general education teacher and one a special education teacher -- and these teachers work together to ensure that students with special needs are served in an inclusive, least restrictive setting. This involves co-planning, and it also requires multiple modalities -- a mix of parallel teaching (breaking the class into different groups), co-teaching (having a lead and support teacher at times), "zoning" the room to provide targeted feedback during independent work, and other teaching strategies. AFRI schools also have robust universal screeners, leveraging STEP tests, the STAR assessment, our internal math and reading assessments, and other data (e.g. attendance, suspension and/or discipline information) to identify students who may need more support.

Supports range from in-class modifications (for example, extra time, repeating instructions, "warm calling" the student after the student has time to prepare, sitting close to the teacher, and many more) to Tier 2 intervention groups in reading and math to more robust Tier 3 interventions involving an academic support or behavior support team.

For English Learners, AFRI leverages internal expertise as well as external trainers (such as Elevated Learning Services) to provide initial and ongoing professional development support to ensure that all teachers are able to support English learners in an inclusive setting. In particular, AFRI works to ensure that lessons have language and content objectives and that teachers are providing the necessary scaffolds in instruction, texts, and student work so that all students can access the material. We ensure that all communication to parents is provided in both English and Spanish, and we provide translators for all parent meetings and school events.

In short, the school is fully committed to providing an inclusive, least restrictive environment for all scholars and to be in full compliance with all state and federal laws regarding special education and English learners.

Assessment

Achievement First deeply believes in both formative and summative assessments to ensure that all students are thriving, and we also believe that we should be measuring factors that go beyond academics.

On the formative side, reading and math classes have regular quizzes starting in 3rd grade, and social studies and science classes have unit assessments (approximately every month). These quizzes and unit assessments are aligned to the curriculum and help teachers identify student misconceptions and address them quickly. Teachers review the data from these quizzes through a Looking at Student Work (LASW) protocol with an academic dean or principal and set clear goals for student mastery based on them. Moreover, teachers review daily exit tickets and other assignments, leveraging the LASW process on a daily basis to address misconceptions. This daily teacher cycle and weekly, bi-weekly, or unit cycles are at the heart of the formative assessment plan at AF. The big idea is to identify where students are off early and often so that we can ensure all students are achieving at a high level.

In addition to these core formative assessments, AF leverages several other assessments to both check that students are on pace (a formative function) and to evaluate

performance at clear intervals, usually mid-year or end-of-year (a summative function).

Assessments used at AF include the following:

- STEP (University of Chicago): Elementary ELA
- MAP (NWEA): Elementary Math
- STAR (Renaissance Learning): K-12 reading to identify students needing more support
- Rhode Island State Tests: ELA, Math, Science
- MAP (NWEA) and ACT-Aspire Science: Science
- Scholastic Achievement Test (SAT) and the PSAT: College Readiness
- Advanced Placement exams in Calculus, Statistics, Literature, Composition, Biology, Computer Science, Chemistry, World History, U.S. History, Government & Politics, Seminar, and Research: Assessment of student performance in these subjects

When data from these assessments is shared, AF's data team produces both PowerPoint summaries and flexible Tableau reports for analysis. Teachers and leaders have data debriefs at both the network and school/classroom level to make program improvements and understand how the teacher or school did relative to AF's bar of excellence and other AF schools.

In addition to the academic data listed above, AF cares deeply about non-academic data, especially as the network is putting an increased emphasis on the student experience. This data includes attendance, suspension, attrition, parent investment survey, student investment survey (AF uses the Panorama survey for this function), teacher retention, and staff organizational health (AF uses a variation of questions developed by the Gallup organization).

For each of these data sets, AF sets clear targets and has similar data debrief cycles as with academic data. After the data is shared via PowerPoint and Tableau, we debrief and learn from bright spots, and then each school sets clear, concrete, measurable, dated goals for improvement.

Promotion & Graduation Requirements

Grade Promotion and Retention

We take grade promotion seriously at Achievement First. It is critical that we ensure that students are on the path to have the knowledge and skills necessary to succeed in college and to be future leaders in our communities. We believe that there will be times when retention best supports a student toward that mission. At the same time, we know that there will be times when retention is not the best decision for a student -- even if the student is behind on critical measures we use to make retention decisions.

Ultimately, we should be guided by asking: What is the best grade placement for this individual student? When making promotion decisions, we ensure that the school has done strong work in student and parent communication and in helping the student address barriers to non-promotion before we should consider retention as a real possibility. While there are no concrete formulas, we believe that there are some “must review” data elements to trigger the second more nuanced review.

AF has set clear criteria that triggers a promotion review. Any scholar who meets any of the criteria below is automatically considered for a deeper promotion review. We only want to retain a student if we believe that with additional support the next year, the student can have a significantly different experience. Simply naming that a student met retention criteria and having the student spend another unsuccessful year in the same grade is an unacceptable outcome.

Must Review Criteria. These criteria do NOT mean that a child is retained. They simply trigger a more in-depth dialogue with school staff and families to figure out what is best for each individual child.	
K-2	**15 or more AF absences in a year resulting in low academic performance** (i.e. below proficient or remedial F&P/STEP, low performance on the MAP assessment)
Criteria:	**Below Proficient F&P/STEP level for that grade**

3-4 **Criteria:**	**15 or more AF absences in a year and low academic performance** (below proficient or remedial F&P/STEP, bottom 10% on Lit or Math Mock #2, Low 1 on ELA or Math state test) Bottom 10% on any mock + scholar must also be in bottom quartile in that subject as measured by January – May weekly quizzes
5-8 **Criteria:**	**15 or more AF absences in a year and overall grade average <80%**
	Bottom 10% on Mock #2 assessment in Lit or Math
	Two or more failing grades (math, reading, writing, history, & science)
9-12 **Criteria:**	**15 or more AF absences in a year and overall grade average <80%**
	Two or more failing grades* <u>after summer session</u> (math, reading, writing, history, & science) *Count of failed courses includes previously failed courses that were not made up.

AF makes it clear to all school-site promotion-in-doubt owners that we must follow all guidelines on IEPs and that we should always engage more deeply with students with IEPs and English Learners when considering promotion decisions.

We have some clear guidelines in place as well. While these are rarely needed, they provide helpful safeguards"

- A scholar cannot be held over such that they would be in the same grade 3 years in a row
- A scholar cannot be held over more than twice in their AF career
- A scholar cannot be held over such that they are more than 30 months older than the median student in the grade using January 1st as the date

While these are our hard rules, we also think it should be incredibly rare that a student is retained more than once in their AF careers.

High School Graduation Requirement

The first AFRI high school that is currently chartered to open in 2021-22, AF Providence Mayoral High School, is still developing its program and strictly aligning it to RI graduation standards. However, by way of example, the following chart illustrates how current AF graduation requirements in CT align to the RI requirements, demonstrating that our high school scholars will be prepared to exceed the requirements.

RI Graduation Requirements compared to Current AF Connecticut Requirements

RI Requirements		**Current AF CT Requirements**	
1 credit = 1 course/requirement		**1 credit = 120 Hours**	
English Language Arts	4	Literature (Lit I, Lit II, AP Language, Seminar I)	4
Social Studies	3	History (Foundations of History, World History: Modern, US History), 12th Grade History	4
Math	4	Math (Algebra I, Geometry, Algebra II, Calculus/Statistics)	4
Science	3	Science (Biology, Physics, Chemistry), 12th grade science	4
Additional coursework in Physical Education, Health, Arts, Technology, or Language	6	Electives: Arts	1
		Physical Education (1 credit)	1
		Health	0.5
		Foundations of Leadership, SAT Prep, Phys Ed (.5 credit)	2
		World Language	2
		Electives (including Seminar II, 2 other elective credits)	3
Completion of one performance-based diploma assessment (Graduation Portfolio, Student Exhibitions, Senior Project and/or a Capstone Product)	1	AP Seminar/AP Research; Foundational Reading III or IV	1
Total Credits/requirements	21	Total Credits	26.5

8.0 Organizational Capacity

Organizational Structure

AFRI will continue to follow the proven organizational model in place throughout the AF Network, one that is based on clearly delineating instructional and operational roles in order to provide the most effective support for scholars and staff. This structure calls for the principal and team of academic and student culture deans to provide daily support and weekly observations of teachers. A director of school operations oversees the day-to-day operations of the school including attendance support, transportation, meal services, facilities, and finance among others.

These school-based leaders are supported by the AF Network, on a daily basis by regional superintendents and regional directors of operations, and functionally by a host of central teams including: Teaching & Learning, Staff Recruitment, Finance, External Relations, Legal & Compliance, Systems & Data, Technology, etc.

Please see in the appendices a copy of organizational charts that illustrate these relationships among the school staff, governance boards, and the AF Network.

Staff Recruitment

Filling the new positions required by our expansion plan will be accomplished by Achievement First's Team Recruit, a team responsible for outreach/advertising, qualifying, and selecting staff for all school-based roles. AFRI is supported by several team members including two talent partners working directly from our Providence schools, and a larger recruitment team that includes outreach, leadership hiring, and our Teacher-In-Residence certification program. Like all AF Network Support teams, Team Recruit is driven by a set of goals and priorities.

Team Recruit currently hires an average of 530 instructional staff a year across our geographies, 59% of which identify as Black, Latinx, or Multi-racial.

Team Recruit Goals and Priorities:

Attract, select, and matriculate approximately 250 educators that meet or exceed selection criteria to staff our growing Rhode Island schools

- **Attract**. We will be the employer of choice in the education world by maintaining our incredible kid-focused culture and commitment to excellence, a menu of learning and development opportunities, and competitive compensation and benefits packages. We will work to design and articulate what sets us apart from others doing similar work.
- **Identify**. We will identify, maintain and communicate with a clear rolodex of the most talented educators in the country so that we have a talent pool at our fingertips.
- **Recruit**. We will systematically go after the finest talent to build a diverse, talented pool of certified candidates for each position.
- **Select**. We will carefully and thoughtfully select the highest quality staff for next year and beyond using what we know about our most successful team members.

Outreach

Teacher Outreach supports recruitment efforts by building relationships with a network of educators across the United States, routinely sharing information about Achievement First news and accomplishments, and persuading strong potential candidates to apply. We do this through a variety of tactics, including job postings, email campaigns, college campus partnerships, professional development opportunities, the Achievement First referral program, and more.

Principal Development

Achievement First runs an 18 month Principal Fellows program to train and develop current deans within our network to be future principals. After a rigorous selection process, Fellows work with their host principals to create an individualized learning plan. The learning plan guides practice and feedback on requisite skills at their school sites. Additionally, Fellows participate in regular training sessions over the course of the 18 months. Across our three states, we have doubled the size of our Fellows program, with more than 40 Fellows currently in the pipeline. After participating in the Fellowship, leaders can apply for particular principal positions. First year principals also receive additional support and training.

9.0 Facilities

AFRI has a proud history of facilities partnership with the City of Providence having opened our first school in the AF-renovated Perry Middle School building at 370 Hartford Avenue. AFRI has extensively renovated this public facility at a total cost of approximately $11 million, utilizing a combination of philanthropy and debt. The project was completed in four phases over our first five years of occupancy. In 2015, Achievement First won an award from the Narragansett Bay Commission related to the stormwater retention system, demonstrating our commitment to sustainability. Over the past year, Achievement First has invested in modernizing the heating system, and leveraged National Grid's Energy Efficiency incentive programs to update all lighting in the building to high efficiency LED lighting. The result of these efforts is a beautifully restored property that benefits both Achievement First and the City of Providence. The building has a grand entranceway, 700 seat auditorium, two gymnasiums, and has fully handicapped accessible floors via a newly-installed elevator, fully remediated environmental hazards, and spacious naturally lit classrooms. The 370 Hartford Avenue location is the permanent home of AF Providence Mayoral Academy elementary (K-4) and middle (5-8) schools, and is currently incubating AF Promesa elementary school.

In 2019, AF Iluminar elementary and middle schools moved into their permanent home, in a modern renovated facility located at 85 Garfield Avenue in Cranston. AF Iluminar elementary previously incubated at 370 Hartford Avenue for four years, while AF Iluminar middle was founded at the new location.

While appropriate school space in and around Providence is limited, the Achievement First Facilities and External Relations Teams are actively engaged in a search for acceptable space, including space for lease, purchase and/or construction, with several current options in play for AF Providence High School opening in Fall 2021. This school will almost certainly need to incubate at 370 Hartford Avenue until a search and construction is complete. Additionally, we

are in need of a facility to house AF Promesa beginning in Fall 2021, and facilities to accommodate new schools proposed in this plan.

Of the primary greenlighting factors for opening any authorized new school (Principal, Staff, Student Demand, Funding, and Facilities), facilities are a significant challenge in Rhode Island. The State funding of school renovations for public or private space currently disadvantages public charter schools.

Following encouraging discussions among the City of Providence, the State of Rhode Island, and Achievement First, AFRI has confidence in securing space to accommodate the expansion described here. Current discussions have identified several Providence Public School Buildings, and/or swing spaces which could be made available for Achievement First's expansion. The following table highlights our current expectations for facilities.

		FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29
FY21	AF Promesa ES	Incubation/Swing Space TBD		Providence Location A					
FY22	AFRI HS #1	Incubation Location TBD		*Permanent Home TBD*					
FY22	RI ES #4	Providence Location B							
FY23	RI ES #5		Providence Location TBD						
FY25	AF Promesa MS				Providence Location A				
FY26	RI MS #4					Providence Location C			
FY27	RI MS #5						Providence Location TBD		
FY29	AFRI HS #2								Providence Location TBD

However, as with all school openings, plans and timing are contingent on the availability of appropriate facilities – including location, capacity, affordability, and financial support or reimbursement for capital improvements and ongoing lease/purchase financing.

10.0 Operations

A key component of Achievement First schools' success is the organizational structure that bifurcates operational and instructional leadership at every school. While principals are focused on instruction -- teacher and student support -- a Director of Operations (DSO) leads all non-instructional aspects of managing the school including transportation, meal services, finance & budget, student information/record keeping, and facilities management. Each DSO is supported by a Regional Director of Operations (RDO) from the AF Network. The RDO is responsible for coaching the DSO, evaluating the school operational performance, and providing necessary support during crises or change management.

This organizational model is well-proven across the AF network of 37 schools, and there are practiced operational steps involved in new school openings to ensure that every building has a strong opening and is set up for success as they grow to scale. The only anticipated change as AFRI implements this expansion plan will be the eventual addition of a second RDO at some point. Currently, and depending on the region, RDOs support between 4 and 6 DSOs and schools. Depending on the level of expertise at schools, a DSO may take on the additional responsibility of coaching one of their peers, establishing a strong career path for our strongest performers.

Working closely with our network compliance team, school operations have made significant strides increasing and improving the quality of our state reporting and we will continue to strive for 100% compliance in all areas as we grow to a 12-school network serving over 5,700 scholars.

Growth Considerations

During our first seven years of operation in Rhode Island, we have adjusted to several areas that are unique to the state compared to our Connecticut and New York schools. For instance,

in Rhode Island we operate as our own LEA for all purposes (i.e. special education) and also we operate multiple groups of schools (K-8 and high schools) under the single, AFRI charter. These differences create a need and provide opportunities for us to structure our operations slightly differently than we have in the past. As our operational teams continue to evolve, there are several areas that we have identified for review and potential restructuring. Examples of areas under consideration include:

- Creating a central support structure for key operational functions -- transportation, food services, health and socio-emotional services, providing a greater level of support or entirely relieving school-based operations teams from performing this work.
- Layering on additional teacher recruitment methods including stronger partnerships with teacher preparation programs to provide student teaching opportunities, creating a student teaching pipeline
- Investigating the potential of more regional leadership and decision making in order to reflect and respond to the unique needs of operating schools in Rhode Island.
- Incremental system enhancements / expansion. One under consideration currently is the automation of teacher attendance tracking in order to speed the required reporting via eRIDE.

11.0 Finance and Budget

The budget projections show that AFRI will continue to be a financially sound and sustainable entity based on current operations and on initial-year fundraising assumptions. The Board of Directors of AFRI and staff work to ensure the ongoing fiscal soundness of the school. Achievement First also plays an important role in ensuring the fiscal soundness of all schools in the AF Network. By partnering to implement consistent financial management services, including: initial preparation of the annual budget in partnership with the school leaders and Board of Directors; providing training of operations staff in financial procedures; overseeing monthly and annual financial reporting; and implementing and supporting the system's financial systems, AF staff ensures sound fiscal processes both at Achievement First itself and at the schools in the network. The Finance team has implemented scalable fiscal policies and systems that have supported the growth of the network thus far and are capable of supporting the additional schools expected in Achievement First's strategic plan.

The attached five year budget forecast (Appendix E) was prepared using the model and template provided by the RIDE Charter School office for the purpose of this application, and utilized the provided lookup tables for local and state aid. Following is a summary of key assumptions and caveats:

1. Accuracy of the model's state and local funding tables.
2. Staffing levels as replicated from equivalently sized schools in RI and similarly sized charters in NY and CT.
3. Enrollment from sending districts proportional to current ratios.
4. Ability of AFRI to secure additional school buildings or associated revenue for planned growth
5. Further assumptions are included in the template.

The expanded AFRI forecast is projected to have a deficit in the first two years, due to growth of new schools; we intend to close that deficit with private fundraising. As noted in the

section relating to facilities, AFRI plans to open additional facilities which, we hope will benefit the schools, the students and families, and the surrounding communities. AFRI is confident in its ability to secure space to accommodate the expansion, but acknowledges that school openings, plans and timing are contingent on the availability of appropriate facilities – including location, capacity, affordability, and financial support or reimbursement for capital improvements and ongoing lease/purchase financing.

14. Variances

High School Physical Education

AFRI will open our first high school campus in the fall of 2021-22. While the school recognizes the importance of promoting healthy active lifestyles of all teenagers and hence the physical education graduation requirement, leadership does not anticipate having capacity to run a compliant PE program during our growth years.

First and foremost, none of the current incubation / swing space that we are pursuing will have a gym or external field area suitable for high school aged students. Given that we have not yet identified a potential permanent location for the high school, we are not sure what type of athletic facilities we may have access to long term.

Second, the school's program of study will include an expanded health curriculum that will replace the required twenty minutes per day of physical education.

Therefore, AFRI respectfully requests a waiver from the physical education components of RI **§ 16-22-4. Instruction in health and physical education.**

15.0 Charter School Program Grant Intent to Apply

At the time of this expansion application, AFRI DOES NOT intend to apply for a separate CSP Grant to facilitate this growth. Achievement First currently holds two CSP Charter Management Organization grants covering the following grant periods: 2015-20 and 2020-25.

On September 20, we applied for a no cost extension to the former (2015--20) to support the replication of AFRI ES#4 and AFRI ES#5 as described in this proposal.

On March 30, we were selected for funding for 2020-25. This grant supports the replication and expansion of fund the expansion of AF Promesa and HS#1.

Achievement First will notify RIDE should our plans regarding future CSP grants should change.

Appendices

A. Enrollment Plan

B. AF Essentials Rubric

C. Living Our Values with Students

D. AFRI Org Charts

E. 5-Year Budget Forecast

F. Sample Program Overviews

G. Letters of Support from sending communities

   a. North Providence - Mayor Lombardi

   b. Providence - Mayor Elorza

   c. Cranston - Mayor Fung

   d. Warwick - Mayor Salomon - [To Come]

			Year												
Forecast Name	(Open) School Name	Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
AFRI Expansion September 2020	(2013) Providence Mayoral Academy Elementary	00	93	93	93	93	93	93	93	93	93	93	93	93	93
		01	93	93	93	93	93	93	93	93	93	93	93	93	93
		02	93	93	93	93	93	93	93	93	93	93	93	93	93
		03	93	93	93	93	93	93	93	93	93	93	93	93	93
		04	93	93	93	93	93	93	93	93	93	93	93	93	93
		Total	465	465	465	465	465	465	465	465	465	465	465	465	465
	(2015) Iluminar Mayoral Academy Elementary	00	93	93	93	93	93	93	93	93	93	93	93	93	93
		01	93	93	93	93	93	93	93	93	93	93	93	93	93
		02	93	93	93	93	93	93	93	93	93	93	93	93	93
		03	93	93	93	93	93	93	93	93	93	93	93	93	93
		04	93	93	93	93	93	93	93	93	93	93	93	93	93
		Total	465	465	465	465	465	465	465	465	465	465	465	465	465
	(2017) Providence Mayoral Academy Middle	05	102	102	102	102	102	102	102	102	102	102	102	102	102
		06	102	102	102	102	102	102	102	102	102	102	102	102	102
		07	102	102	102	102	102	102	102	102	102	102	102	102	102
		08	102	102	102	102	102	102	102	102	102	102	102	102	102
		Total	408	408	408	408	408	408	408	408	408	408	408	408	408
	(2019) Iluminar Mayoral Academy Middle	05	102	102	102	102	102	102	102	102	102	102	102	102	102
		06	102	102	102	102	102	102	102	102	102	102	102	102	102
		07	102	102	102	102	102	102	102	102	102	102	102	102	102
		08		102	102	102	102	102	102	102	102	102	102	102	102
		Total	306	408	408	408	408	408	408	408	408	408	408	408	408
	(2020) Promesa Mayoral Academy Elementary	00	93	93	93	93	93	93	93	93	93	93	93	93	93
		01	93	93	93	93	93	93	93	93	93	93	93	93	93
		02	93	93	93	93	93	93	93	93	93	93	93	93	93
		03		93	93	93	93	93	93	93	93	93	93	93	93
		04			93	93	93	93	93	93	93	93	93	93	93
		Total	279	372	465	465	465	465	465	465	465	465	465	465	465
	(2021) AFRI ES #4	00	93	93	93	93	93	93	93	93	93	93	93	93	93
		01	93	93	93	93	93	93	93	93	93	93	93	93	93
		02		93	93	93	93	93	93	93	93	93	93	93	93
		03			93	93	93	93	93	93	93	93	93	93	93
		04				93	93	93	93	93	93	93	93	93	93
		Total	186	279	372	465	465	465	465	465	465	465	465	465	465
	(2021) Providence Mayoral Academy High School	09	95	95	122	122	142	142	142	231	231	231	231	231	231
		10		95	95	116	116	134	134	134	219	219	219	219	219
		11			86	86	104	104	120	120	120	198	198	198	198

Forecast Name	(Open) School Name	Grade	Year 2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
		12				77	77	94	94	108	108	108	177	177	177
		Total	95	190	303	401	439	474	490	593	678	756	825	825	825
	(2022) AFRI ES #5	00		93	93	93	93	93	93	93	93	93	93	93	93
		01		93	93	93	93	93	93	93	93	93	93	93	93
		02			93	93	93	93	93	93	93	93	93	93	93
		03				93	93	93	93	93	93	93	93	93	93
		04					93	93	93	93	93	93	93	93	93
		Total		186	279	372	465	465	465	465	465	465	465	465	465
	(2024) Promesa Mayoral Academy Middle	05				102	102	102	102	102	102	102	102	102	102
		06					102	102	102	102	102	102	102	102	102
		07						102	102	102	102	102	102	102	102
		08							102	102	102	102	102	102	102
		Total				102	204	306	408	408	408	408	408	408	408
	(2025) AFRI MS #4	05					102	102	102	102	102	102	102	102	102
		06						102	102	102	102	102	102	102	102
		07							102	102	102	102	102	102	102
		08								102	102	102	102	102	102
		Total					102	204	306	408	408	408	408	408	408
	(2026) AFRI MS #5	05						102	102	102	102	102	102	102	102
		06							102	102	102	102	102	102	102
		07								102	102	102	102	102	102
		08									102	102	102	102	102
		Total						102	204	306	408	408	408	408	408
	(2029) AFRI HS #2	09									95	154	154	154	154
		10										95	146	146	146
		11											86	132	132
		12												77	118
		Total									95	249	386	509	550
	Total		2,204	2,773	3,165	3,551	3,886	4,227	4,549	4,856	5,138	5,370	5,576	5,699	5,740

AF's Essentials of Instruction

Purpose of the Essentials

- Clearly define Great Teaching at AF
- Provide a strong framework – the four key questions – for every observation, PD, discussion of instruction, etc.
- Support teacher growth and effectiveness
- Measure the quality of teaching that is captured in the Teacher Career Pathway (TCP) comprehensive evaluations

The Four Essentials

- **Classroom Environment:** Do the relationships and expectations create the conditions for powerful learning?
- **Rigor:** Are scholars engaged in reasoning aligned to the College Ready Bar?
- **Thinking:** Are scholars doing the heavy lifting? Does instruction foster deeper conceptual understanding?
- **Feedback:** Are scholars improving the depth and precision of their thinking?

Scoring Guidance

- Determine what rating best answers the big question for each Essential: ineffective, emergent, solid, strong, or exemplary. The evidence does not need to meet every single indicator as the overall score is not an average of the indicators beneath it; it is more about the rating based on the preponderance of evidence.
- The indicators are listed in order of importance, so if someone is especially weak or strong on indicators towards the top of the page, it should influence the overall rating.
- A score of "3: Solid" indicates that the teacher is meeting the bar for effective instruction. Scores will be out of 20 (5 possible points per Essential) and may not translate exactly to the previous Essentials Rubric. The TCP comprehensive evaluation score threshold required for advancing to be Distinguished and Master Teachers will be updated.
- A score of "5: Exemplary" means that all the level 4 indicators are present and the level of instruction matches the descriptors listed under the level 5. To reach a 5, there may not always be evidence of all of the exemplary indicators, but there cannot be evidence that goes against them.
- Indicators that are italicized and greyed out will not apply to how teachers are evaluated in 2019-20. These indicators will be applied in 2020-21 as DLRs are updated. In 2019-20, teachers could move up in score by meeting greyed out indicators, but these indicators cannot bring down a teacher's score.

CLASSROOM ENVIRONMENT | Do the relationships and expectations create the conditions for powerful learning?				
5: EXEMPLARY	**4: STRONG**	**3: SOLID**	**2: EMERGENT**	**1: INEFFECTIVE**
All Level 4 descriptors and… • 100% of scholars are doing the work asked of them. • The scholars are "on fire" for learning. The overall tone of the room is one of deep interest and enthusiasm for learning as well as love and rapport for one another. • All scholars take pride in their work and maximize work time to do their very best. • The classroom runs itself. Routines and procedures are scholar-led and largely invisible because they are so well rehearsed and practiced.	**Belief and Belonging** • ALL or ALMOST ALL classroom interactions (teacher to scholar, scholar to scholar) demonstrate evidence of respect and love and create a feeling of belonging. • The overall tone of the classroom is marked by enthusiasm, love and care, and purposeful focus. • There is a palpable positive energy in the classroom and many moments of enthusiasm and joy. • The teacher FREQUENTLY recognizes and narrates positive scholar behaviors (rather than calling out the negative) and uses challenge and aspiration to motivate. • The teacher ALWAYS or ALMOST ALWAYS projects a calm, upbeat confidence that creates a strong, safe classroom. **Focused Learning** • 90%+ of scholars are doing the work asked of them at all times. They immediately jump to the work and demonstrate authentic engagement (are "into" the lesson) via active learning posture, actively listening (looking at the speaker, taking notes), and asking/answering questions. • The teacher notices and addresses ALL or ALMOST ALL off-vision behavior.	**Belief and Belonging** • MOST classroom interactions (teacher to scholar, scholar to scholar) demonstrate evidence of respect and love and create a feeling of belonging. • The overall tone of the classroom is one of respect and focused work. • There is an overall positive energy in the classroom and some moments of enthusiasm and joy. • The teacher OFTEN recognizes and narrates positive scholar behaviors (rather than calling out the negative) and uses challenge and aspiration to motivate. • The teacher USUALLY projects a calm, upbeat confidence that creates a strong, safe classroom. **Focused Learning** • 85-90% of scholars are doing the work asked of them at all times. They jump to the work and demonstrate authentic engagement via active learning posture, actively listening (looking at the speaker, taking notes), and asking and answering questions. • The teacher notices and addresses MOST off-vision behavior.	**Belief and Belonging** • SOME classroom interactions (teacher to scholar, scholar to scholar) demonstrate evidence of respect and love and create a feeling of belonging. • The overall tone of the classroom is neutral – neither clearly positive or notably negative. • There are few moments of enthusiasm or joy. • The teacher SOMETIMES recognizes and narrates positive scholar behaviors (rather than calling out the negative) or uses challenge and aspiration to motivate. • The teacher SOMETIMES projects a calm, upbeat confidence that creates a strong, safe classroom. **Focused Learning** • 75-85% of scholars are doing the work asked of them at all times. Scholar behavior tends toward the compliant as opposed to academically engaged. • The teacher notices and addresses SOME off-vision behavior.	**Belief and Belonging** • FEW to NO classroom interactions (teacher to scholar, scholar to scholar) demonstrate evidence of respect and love and create a feeling of belonging. • The overall tone of the classroom tends toward the negative and/or overtly sluggish. • The classroom is not a joyful place. • The teacher RARELY or NEVER recognizes and narrates positive scholar behaviors (rather than calling out the negative) or uses challenge and aspiration to motivate. • The teacher RARELY projects a calm, upbeat confidence that creates a strong, safe classroom. **Focused Learning** • Fewer than 75% of scholars are doing the work asked of them at all times. Scholars are not complying and doing the work. • The teacher notices and addresses FEW to NO instances of off-vision behavior.

5: EXEMPLARY	4: STRONG	3: SOLID	2: EMERGENT	1: INEFFECTIVE
	• In ALL or ALMOST ALL situations, the teacher matches the move to the situation (a combination of tone, economy of language, rationale, off-stage intentionality, focusing on the behavior not trait, expressing deep belief) to address the behavior, maintain strong on task, and maintain a strong scholar-teacher relationship.	• In MOST situations, the teacher matches the move to the situation (a combination of tone, economy of language, rationale, off-stage intentionality, focusing on the behavior not trait, expressing deep belief) to address the behavior, maintain strong on task, and maintain a strong scholar-teacher relationship.	• In SOME situations, the teacher matches the move to the situation (a combination of tone, economy of language, rationale, off-stage intentionality, focusing on the behavior not trait, expressing deep belief) to address the behavior, maintain strong on task, and maintain a strong scholar-teacher relationship.	• In FEW to NO situations, the teacher matches the move to the situation (a combination of tone, economy of language, rationale, off-stage intentionality, focusing on the behavior not trait, expressing deep beliefs) to address the behavior, maintain strong on task, and maintain a strong scholar-teacher relationship.
	Culture of Learning • There are MANY indicators that scholars take pride in their work (e.g., use all the allotted time, re-do and revise to make it better, are eager to share and discuss, seek out feedback, neat and clear, meet expectations).	**Culture of Learning** • There are SOME indicators that scholars take pride in their work (e.g., use all the allotted time, re-do and revise to make it better, are eager to share and discuss, seek out feedback, neat and clear, meet expectations).	**Culture of Learning** • Scholars generally comply with directions, but there are FEW indicators that scholars take pride in their work (e.g., use all the allotted time, re-do and revise to make it better, are eager to share and discuss, seek out feedback, neat and clear, meet expectations).	**Culture of Learning** • There are FEW to NO indicators that scholars take pride in their work (e.g., use all the allotted time, re-do and revise to make it better, are eager to share and discuss, seek out feedback, neat and clear, meet expectations).
	• ALL or ALMOST ALL scholars can explain what they are learning and explain the importance of the lesson.	• MOST scholars can explain what they are learning and explain the importance of the lesson.	• SOME scholars can explain what they are learning and explain the importance of the lesson.	• FEW to NO scholars can explain what they are learning and explain the importance of the lesson.
	• The teacher FREQUENTLY communicates high expectations for scholar work, celebrates risk taking, normalizes error, and conveys belief in scholars.	• The teacher SOMETIMES communicates high expectations for scholar work, celebrates risk taking, normalizes error, and conveys belief in scholars.	• The teacher INFREQUENTLY communicates high expectations for scholar work, celebrates risk taking, normalizes error, and conveys belief in scholars.	• The teacher RARELY communicates high expectations for scholar work, celebrates risk taking, normalizes error, and conveys belief in scholars.
	Habits and Routines • ALL (or ALL but ONE) scholars execute efficient and clear transitions, routines, and procedures by adhering to expected speed, route, and volume level.	**Habits and Routines** • ALMOST ALL scholars execute efficient and clear transitions, routines, and procedures by adhering to expected speed, route, and volume level. The transition is solid and helps to support learning.	**Habits and Routines** • MOST scholars execute transitions, routines, and procedures by adhering to expected speed, route, and volume level. The transition impacts learning (time, tone, expectations, safety).	**Habits and Routines** • SOME, FEW, or NO scholars execute transitions, routines, and procedures by adhering to expected speed, route, and volume level. The transition has a significant impact on learning (time, tone, expectations, safety).
	• ALL (or ALL but ONE) scholars meet the school's Vision of Excellence (VOE) for foundational habits by immediately following teacher directions, speaking in confident voices, speaking in complete sentences with precise language, and listening actively in whole or small group activities.	• ALMOST ALL scholars meet the school's Vision of Excellence (VOE) for foundational habits by immediately following teacher directions, speaking in confident voices, speaking in complete sentences with precise language, and listening actively in whole or small group activities.	• MOST scholars meet the school's Vision of Excellence (VOE) for foundational habits by immediately following teacher directions, speaking in confident voices, speaking in complete sentences with precise language, and listening actively in whole or small group activities.	• FEW to NO scholars meet the school's Vision of Excellence (VOE) for foundational habits by immediately following teacher directions, speaking in confident voices, speaking in complete sentences with precise language, and listening actively in whole or small group activities.

RIGOR of TASK/CONTENT | Are scholars engaged in reasoning aligned to the College Ready Bar?				
5: EXEMPLARY	**4: STRONG**	**3: SOLID**	**2: EMERGENT**	**1: INEFFECTIVE**
All Level 4 descriptors and… • The overarching focus of the lesson is on *disciplinary reasoning* and critical thinking that exceeds CCSS/AP standards and rivals the level of cognitive demand of the country's most rigorous classrooms. • Oral and written responses are *anchored entirely in the reasoning and methods of the discipline* and lead to and/or showcase exemplary analysis and insight. • Overwhelmingly, scholars use the technical vocabulary and lens of viewing problems appropriate to the discipline.	**Cognitive Demand** • The ENTIRE lesson places a high cognitive demand on scholars (aligned to CCSS/AP standards or AF resources). It focuses entirely on the concepts and thinking encapsulated in the standards. • *The ENTIRE lesson focuses on tasks that are accessible to scholars, allow for multiple interpretations or solution pathways, and that foster disciplinary reasoning.** **Scholar Reasoning** • *ALL or ALMOST ALL oral and written responses demonstrate disciplinary reasoning. Disciplinary reasoning yields insight and deep understanding.* • ALL or ALMOST ALL scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic. **Pacing** • Scholars spend ALMOST ALL of class time on the most rigorous tasks and questions. **Differentiation** • Differentiation puts the lesson in the zone of proximal development for all scholars (just right levels of scaffolding or challenge for scholars).	**Cognitive Demand** • MOST of the lesson places an appropriate cognitive demand on scholars (aligned to CCSS/AP standards or AF resources) and focuses on the concepts and thinking encapsulated in the standards. • *MOST of the lesson focuses on open-ended tasks, though choices in planning or execution constrain scholar exploration of multiple answers or different solution pathways and undermine scholar reasoning.** **Scholar Reasoning** • *MOST oral and written responses demonstrate disciplinary reasoning. Disciplinary reasoning at times yields insight.* • MOST scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic. **Pacing** • Scholars spend MOST of class time on the most rigorous tasks and questions. **Differentiation** • Differentiation puts the lesson in the zone of proximal development for most scholars (appropriate levels of scaffolding or challenge).	**Cognitive Demand** • SOME parts of the lesson place an appropriate cognitive demand on scholars (aligned to CCSS/AP or AF resources). The lesson focuses primarily on procedural thinking and not on the concepts and thinking encapsulated in the standards. • *SOME of the lesson focuses on open-ended tasks, though choices in planning or execution significantly constrain scholar exploration of different solution pathways and inhibit scholar practice with disciplinary reasoning.** **Scholar Reasoning** • *SOME oral and written responses demonstrate disciplinary reasoning. Disciplinary reasoning is attempted but oral and written responses are mostly facile.* • SOME scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic. **Pacing** • Scholars spend SOME of class time on the most rigorous tasks and questions. **Differentiation** • Differentiation is attempted but fails to put the lesson in the zone of proximal development for scholars (too much or too little scaffolding or challenge).	**Cognitive Demand** • The cognitive demand of the lesson is low (beneath CCSS/AP standards or AF resources). It focuses almost entirely on superficial or procedural thinking. • *The lesson avoids or ineffectively focuses on open-ended tasks. Choices in planning and execution largely avoid or significantly undermine practice with disciplinary reasoning.** **Scholar Reasoning** • *FEW oral and written responses demonstrate disciplinary reasoning and critical thinking.* • FEW scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic. **Pacing** • Scholars spend LITTLE to NO class time on the most rigorous tasks and questions. **Differentiation** • Differentiation is not leveraged or largely absent from the lesson.

* This indicator will apply for MOST lessons, though for some lesson types this does not apply (e.g., math lessons focused on fluency, elementary lessons focused on decoding, writing lessons focused on the practice of a specific technique, etc.). Observers should use discretion in when/how to apply this indicator.

THINKING | Are scholars doing the heavy lifting? Does instruction foster deeper conceptual understanding?				
5: EXEMPLARY	**4: STRONG**	**3: SOLID**	**2: EMERGENT**	**1: INEFFECTIVE**
All Level 4 descriptors and… • The class functions effectively with scholar facilitation. The teacher could step away, and the scholars could lead the class and push deep thinking on their peers (prompting each other to 'stretch it,' 'prove it,' and/or explain their logic). • Scholars actively revise their own thinking in light of other scholars' responses and annotate and jot down new ideas without prompting. • Scholars employ disciplinary reasoning to collectively arrive at meaningful insights. • Scholars make connections to previously learned topics or other subjects to explore the broader significance of the learning.	**Thought Ratio** • Scholars complete ALL or ALMOST ALL of the cognitive work during the lesson (at least 80% of the time). • Scholar engage in multiple forms of thinking (e.g., naming ideas and posing questions, synthesizing core ideas and evidence, evaluating ideas and evidence) to construct solutions to open-ended problems. • Teacher-talk is overwhelmingly in service of facilitating scholar thinking. Directions and activities are framed in terms of developing thinking, not completing tasks. **Participation Ratio** • ALL or ALMOST ALL scholars actively participate in class; when discourse is used, 75-100% of scholars engage in the discussion and answers questions. • ALL or ALMOST ALL scholars' oral communication is clear. • The VAST MAJORITY of scholars authentically engage, as evidenced by facial expressions, tone of voice, body language, note-taking during discourse, and an intense focus on the work and content of responses. ***Opportunities for Scholar Discourse*** • *Discourse (pairs, small groups, and larger groups) comprises the bulk of the lesson (over 50%) change and is the primary means of deepening scholar understanding; the nature of the discourse is almost entirely scholar to scholar.*	**Thought Ratio** • Scholars complete MOST of the cognitive work during the lesson (at least 60% of the time). • Scholar engage in multiple forms of thinking (e.g., naming ideas and posing questions, synthesizing core ideas and evidence, evaluating ideas and evidence) though more time or increased quality in one of these domains would strengthen the quality of their ultimate solutions. • Teacher talk is mostly in service of facilitating scholar thinking, though there are moments of heavily didactic instruction or procedural talk that distracts from deep thinking. **Participation Ratio** • MOST scholars actively participate in the class; when discourse is used, 50-75% of scholars engage in discussion and answers oral questions. • MOST scholars' oral communication is clear. • MOST scholars authentically engage, as evidenced by facial expressions, tone of voice, body language, note-taking during discourse, and an intense focus on the work and content of responses. ***Opportunities for Scholar Discourse*** • *Discourse (pairs, small groups, and larger groups) exists in sustained chunks but is not always effective at deepening scholar understanding; there are many instances of scholar to scholar discourse.*	**Thought Ratio** • Scholars complete SOME of the cognitive work during the lesson (at least 40% of the time). • Scholars may engage in one or more forms of thinking (e.g., naming ideas and posing questions, synthesizing core ideas and evidence, evaluating ideas and evidence) but the thinking is often formulaic, procedural or rote. • Teacher talk attempts to facilitate thinking, but significant time in the didactic and procedural distract from deep thinking. **Participation Ratio** • SOME scholars actively participate in the class; when discourse is used, fewer than 50% of scholars engage in discussion and answers oral questions. • SOME scholars' oral communication is clear. • SOME scholars engage authentically, though some engagement is more ostensible or outward. Most scholars comply with directions but do not authentically engage. ***Opportunities for Scholar Discourse*** • *Discourse (pairs, small groups, and larger groups) exists in short bursts and is not central to deepening scholar understanding; there are moments of scholar to scholar discourse.*	**Thought Ratio** • Scholars complete LITTLE of the cognitive work during the lesson (less than 40% of the time). • Scholar thinking is heavily procedural or formulaic and rote in nature. There is little room for posing questions and grappling with new evidence or interpretations; there is an emphasis on "right" answers. • Teacher talk is primarily procedural and didactic. **Participation Ratio** • FEW scholars actively participate in the class. A small handful of scholars (25% or less) dominate discussion and answer oral questions. • FEW scholars' oral communication is clear. • FEW scholars authentically engage. Participation is marked by outward compliance (following the directions but not leaning into the work). ***Opportunities for Scholar Discourse*** • *Discourse (pairs, small groups, and larger groups) exists only in short bursts; there is little to no scholar to scholar discourse.*

5: EXEMPLARY	4: STRONG	3: SOLID	2: EMERGENT	1: INEFFECTIVE
	Depth of Scholar Discourse • In ALL or ALMOST ALL instances, scholars build off of/respond to one another. • In ALL or ALMOST ALL instances, scholars argue from evidence and *deploy disciplinary reasoning* to go beyond the surface. • Scholars synthesize (orally and in writing) key ideas and thinking with clarity, depth and precision. ***Meta-Cognition and Scholar Leadership*** • *Discussion is almost entirely scholar-led.* • *Throughout the lesson, the teacher leverages micro-moments to clearly name when scholars are engaged in disciplinary thinking. When provided with opportunities to reflect, almost all scholars arrive at strong insights about disciplinary thinking.*	**Depth of Scholar Discourse** • In MOST instances, scholars build off of/respond to each other. • In MANY instances, scholars argue from evidence and *deploy disciplinary reasoning* to go beyond the surface. • Scholars synthesize (orally and in writing) key ideas and thinking with clarity and an emerging sense of depth. ***Meta-Cognition and Scholar Leadership*** • *Discussion is mostly scholar-led.* • *The teacher notes and leverages most opportunities to reinforce disciplinary thinking in the moment. When provided with opportunities to reflect, most scholars arrive at insights about disciplinary thinking.*	**Depth of Scholar Discourse** • In SOME instances, scholars build off of/respond to one another. • In SOME instances, scholars argue from evidence and *deploy disciplinary reasoning* to go beyond the surface. • Scholars synthesize (orally and in writing) key ideas and thinking with attempted clarity and depth. ***Meta-Cognition and Scholar Leadership*** • *Discussion is mostly teacher-led.* • *The teacher notices and leverages some opportunities to reinforce disciplinary thinking. When provided with opportunities to reflect, few scholars arrive at insights about disciplinary thinking.*	**Depth of Scholar Discourse** • In FEW instances do scholars build off of/respond to one another. • In FEW instances, scholars argue from evidence and *deploy disciplinary reasoning* to go beyond the surface. • Scholars have few opportunities to synthesize (orally and in writing) key ideas and thinking, or those moments of synthesis lack clarity and depth. ***Meta-Cognition and Scholar Leadership*** • *Discussion is almost entirely teacher-led and "ping-pong" in nature.* • *The teacher overlooks a number of opportunities to name and reinforce disciplinary thinking. When provided with opportunities to reflect, scholar thinking on the discipline tends toward the facile.*

FEEDBACK | Are scholars improving the depth and precision of their thinking?				
5: EXEMPLARY	**4: STRONG**	**3: SOLID**	**2: EMERGENT**	**1: INEFFECTIVE**
All Level 4 descriptors and… • Scholars frequently give each other feedback and are able to give feedback that is rich, nuanced, and aligned to a Vision of Excellence (VOE). • Scholars actively seek out feedback and can clearly share how they have improved over time and what they are working on at the present moment • The teacher's implementation of feedback – via conferences, batched feedback, deskside comments – is truly exemplary. It is grounded in an accurate assessment of the data, it is customized to the individual where applicable, and it compels revision (re-visioning) of scholar thinking and work.	**Engage with Scholar Ideas** • All or almost all of the feedback prioritizes scholar ideas and deepens conceptual understanding *or the strength of disciplinary reasoning.* All or almost all of the feedback supports deeper, more precise thinking, in addition to upholding expectations for top-quality work. **Purposeful & Data-Driven** • The teacher strategically aligns the mode of feedback (1x1, batched, peer review, mid-workshop interruption) to the purpose of the lesson and to meet the needs of ALL or ALMOST ALL individual scholars and/or groups of scholars. • The teacher has focused who to give feedback to and what to focus on through a combination of strong LASW from the previous day's work and data collected during the class. The teacher is actively collecting data in a clear and simple way. • Especially during the central written tasks of the lesson, ALL or ALMOST ALL scholars receive clear, actionable feedback (at a rate of at least 2-3 scholars per minute) on work quality OR several scholars have extended conferences with the teacher based on areas of need.	**Engage with Scholar Ideas** • Most of the feedback prioritizes scholar ideas and deepens conceptual understanding *or the strength of disciplinary reasoning.* Most of the feedback supports deeper, more precise thinking, in addition to upholding expectations for top-quality work. **Purposeful & Data-Driven** • The teacher effectively aligns the mode of feedback to the purpose of the lesson and to meet the needs of MOST scholars and/or groups of scholars. • The teacher is actively collecting data in a clear and simple way and using that data to respond to scholar needs. • Especially during the central written tasks of the lesson, MOST scholars receive clear, actionable feedback on work quality (at a rate of at least 2-3 scholars per minute) OR a few scholars have extended conferences with the teacher based on areas of need.	**Engage with Scholar Ideas** • The feedback may attempt to target conceptual understanding but is largely ineffective at improving the depth, quality and precision of thinking and/or is heavily procedural. Some of the feedback supports deeper, more precise thinking, in addition to upholding expectations for top-quality work. **Purposeful & Data-Driven** • The teacher attempts to align the mode of feedback to the purpose of the lesson and to meet the needs of SOME individual scholars and/or groups of scholars. • The teacher does not leverage a clear, effective data capturing tool to respond to scholars. • Especially during the central written tasks of the lesson, SOME scholars receive feedback on work quality OR one or two scholars have extended conferences with the teacher based on areas of need.	**Engage with Scholar Ideas** • The feedback does not attempt to target conceptual understanding but is absent or ineffective at improving the depth, quality and precision of thinking and/or is heavily procedural. The feedback does not support deeper, more precise thinking or uphold expectations for top-quality work. **Purposeful & Data-Driven** • The teacher does not attempt to align the mode of feedback to the purpose of the lesson; feedback is absent or meets the needs of FEW individual scholars and/or groups of scholars. • The teacher is not capturing scholar data. • Especially during the central written tasks of the lesson, FEW or NO scholars receive feedback on work quality OR one or two scholars have extended conferences with the teacher based on areas of need.

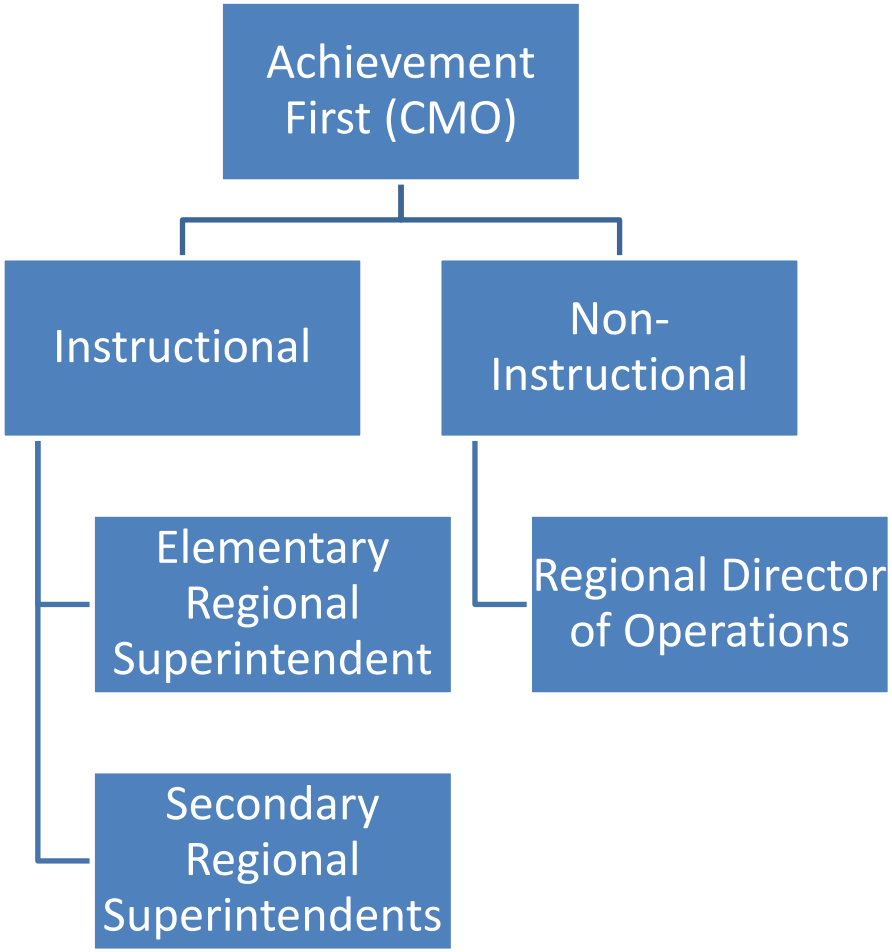
5: EXEMPLARY	4: STRONG	3: SOLID	2: EMERGENT	1: INEFFECTIVE
	Expectations for Scholar Thinking • The teacher has established explicitly clear and rigorous expectations for scholar thinking and work (e.g., posting an exemplar and naming clear CFS, referring to a resource that guides strong thinking, providing scholars with a specific focus – "Make sure your line of reasoning is clear. That means ..."). • ALL or ALMOST ALL scholars can explain the expectations for scholar thinking and work. **Clear and Actionable** • ALL or ALMOST ALL feedback is clear and actionable; it helps scholars to identify and correct imprecise, inaccurate or shallow thinking. • ALL or ALMOST ALL scholars are able to improve the quality of their thinking and work based on feedback. **Meta-Cognition and Transfer** • ALL or ALMOST ALL scholars can explain how they would transfer this feedback to future situations (The teacher would prompt as appropriate and necessary to support this).	**Expectations for Scholar Thinking** • The teacher has established clear expectations for scholar thinking and work (e.g., posting an exemplar and naming clear CFS, referring to a resource that guides strong thinking, by providing scholars with a specific focus – "Make sure your line of reasoning is clear. That means ..."). • MOST scholars can explain the expectation for scholar thinking and work. **Clear and Actionable** • MOST feedback is clear and actionable; it helps scholars to identify and correct imprecise, inaccurate, unclear, or shallow thinking. • MOST scholars are able to improve the quality of their thinking and work based on feedback. **Meta-Cognition and Transfer** • MOST scholars can explain how they would transfer this feedback to future situations (The teacher would prompt as appropriate and necessary to support this).	**Expectations for Scholar Thinking** • The teacher has established somewhat clear expectations for scholar thinking and work, but they might tend towards the procedural. • SOME scholars can explain the expectations for scholar thinking and work. **Clear and Actionable** • SOME feedback is clear and actionable; it largely fails to help scholars to identify and correct imprecise, inaccurate or shallow thinking. • SOME scholars are able to improve the quality of their thinking and work based on feedback. **Meta-Cognition and Transfer** • SOME scholars can explain how they would transfer this feedback to future situations (The teacher would prompt as appropriate and necessary to support this).	Exp**ectations for Scholar Thinking** • The teacher has NOT established expectations for scholar thinking and work. • FEW or NO scholars could explain the expectations for scholar thinking and work. **Clear and Actionable** • LITTLE or NO feedback is clear and actionable; feedback fails to help scholars to identify and correct imprecise, inaccurate or shallow thinking. • FEW to NO scholars are able to improve the quality of their thinking and work based on feedback. **Meta-Cognition and Transfer** • FEW to NO scholars can explain how they would transfer this feedback to future situations (The teacher would prompt as appropriate and necessary to support this).

Living our Values with Students

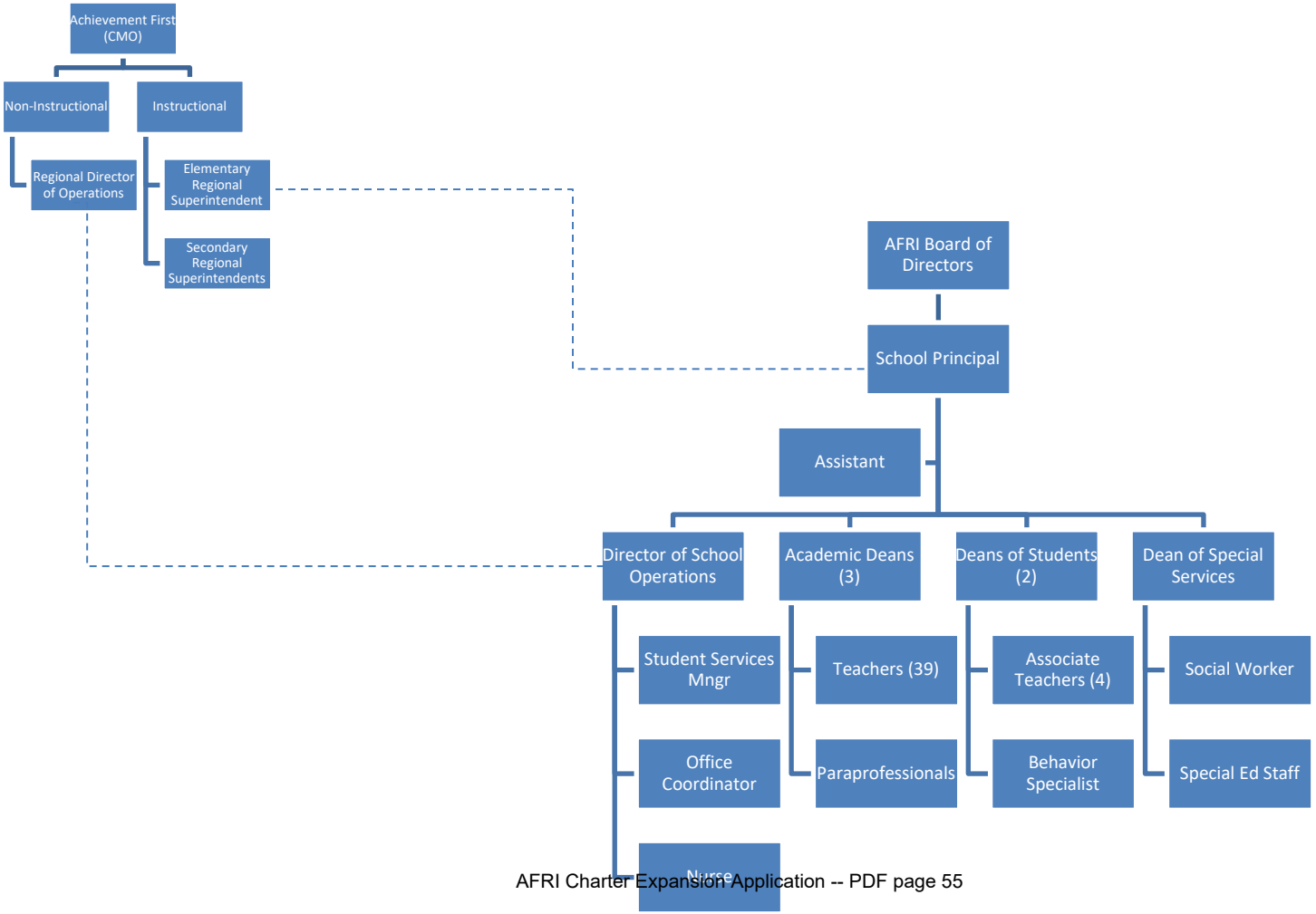
Value	Mindsets & Implications
Lead for Racial Equity. AF exists to address the legacy of racism in education. We look at ourselves first. We reflect and talk about the role race plays in our work, our experiences, and our decisions. And we strive to be constantly anti-racist in our words and actions.	• *I seek to understand and value the diversity of identity and perspective of my scholars and family.* • *I believe in consistent self-reflection: reflecting on my own identity, power, and privilege and how they impact my actions; when things get challenging, I seek to understand our scholars and families (vs. blaming scholars/families)* • *I recognize that I, too, am impacted by unconscious bias and must be intentional about managing that bias and deficit mindset when interacting with my scholars.* • I am intentional about reinforcing and validating positive counter-narratives for our scholars and communities in order to counter the negative narrative created by societal messages (e.g. micro-aggressions, detours) and address micro- and macro-aggressions. • I treat my scholars the way I want my own kids (relatives or self) to be treated.
Strive for Excellence. We set ambitious goals and don't stop until we achieve them. Then, we set new goals.	• *I must have and share a crystal clear definition of excellence for academic habits, scholar habits, and how we treat and interact with each other, which all flow from a place of purpose over power.* • *Once I have shared my vision of excellence and expectations with clear rationale, I notice, address, and reinforce when this vision is met and not met with rationale, affirmation, and emotional constancy.* • *I believe that it is my job to teach behavior and clearly articulate and role model expectations with consistency; when set up for success (including differentiated supports), every student can and will meet my high expectations* • *I must have clear, consistent, and predictable routines and procedures in order to maximize learning time.* • I am constantly pushing myself and my scholars to be better; I do not settle for "good enough" and rapidly push to close gaps. • I pay attention to results and set ambitious goals that prove what's possible; I believe that when my bar of excellence is raised, I can better maximize the growth in others.
Embrace Challenge. We grow when we're challenged. That's why we welcome mistakes and challenges as opportunities to learn and get better.	• In order for me to challenge my scholars to reach and surpass the bar, I must know where they are, where they need to get, and what they need from me to get there; I *learn more by actively listening, noticing, and asking questions*. • I proactively seek out, listen to, and apply feedback from my leader/coach with an open mind to strengthen my own practice. When I mess up, I own it, make commitments to do better, and follow through. • I do not excuse underperformance. I use what I've learned about the my scholars' needs to inform how (not if) I directly challenge and push them toward their full potential and a high bar of excellence. • I create a classroom that normalizes error and values learning from mistakes; my feedback is warm, instructive, and actionable versus evaluative or judgmental. • I relish challenges and difficulty; it is how we push ourselves and learn what we are capable of.

Care for the whole person. We share a journey to fulfill our potential as whole people. We support that journey by honoring each other's identities, emotions, and dreams AND by pushing each other from a place of belief and love.	• *I know that intentionally building authentic, trusting relationships anchored in care and mutual respect will create the optimal conditions for my scholars to take risks, embrace challenge, and fulfill their potential.* • *It is my job to foster a warm-demanding classroom where scholars are loved, affirmed, and challenged; I am able to lead with warmth and demand because I care about my scholars' whole person--their person (multifaceted identities, academic and socioemotional needs, their passions) and their performance; I have a deep belief in their capabilities.* • *I am intentional about seeing the noble story of all my scholars and believe that behavior is a form of communication; therefore, it is my job to seek to understand my students' behavior and environment, demands, needs, skills, influence etc. and respond in a way that maintains their dignity.* • *I actively seek to learn my "stuff" that can get in the way of connecting (enabler vs. controller, my baggage, triggers), so that I can effectively model and reinforce self-management.*
Choose Joy. We don't wait for joy or fulfilment to come to us - we actively seek out the moments of purpose and joy that are within and around us.	• It is my job to cultivate a love of learning in my scholars. • My scholars and I work hard and have fun doing it. • We embrace an attitude of gratitude and show it often. • We celebrate successes — big and small. • I intentionally take the time to do the small things (e.g., smile, laugh, say hello, write posi-notes, make posi-calls) that spread joy and positivity. • I believe that I am the thermostat, not the thermometer, and because I know energy of any kind is contagious, I lead with positivity and maintain my emotional constancy.
Go further together. We accomplish more together than we can alone. We join forces on big and small things. We do what we say we will do. We make choices with our team and family in mind.	• *I see the need for all adult members of the team to be very clear and consistent in our expectations for scholars. I know that consistency creates predictability and psychological safety, which are pre-conditions for strong relationships and strong classrooms.* • I cultivate positive relationships with my scholar and peers across various spaces/grades. • I live by my organization and school's values and am aligned in execution to the the best practices and vision of the team -- while still being my authentic self. • Scholars come first. I prioritize the needs of the children we serve above all else. • When I have a concern, I mine for conflict and speak up; once a decision is made (decisions must align with our collective values and commitments), I treat that decision like it's my own.

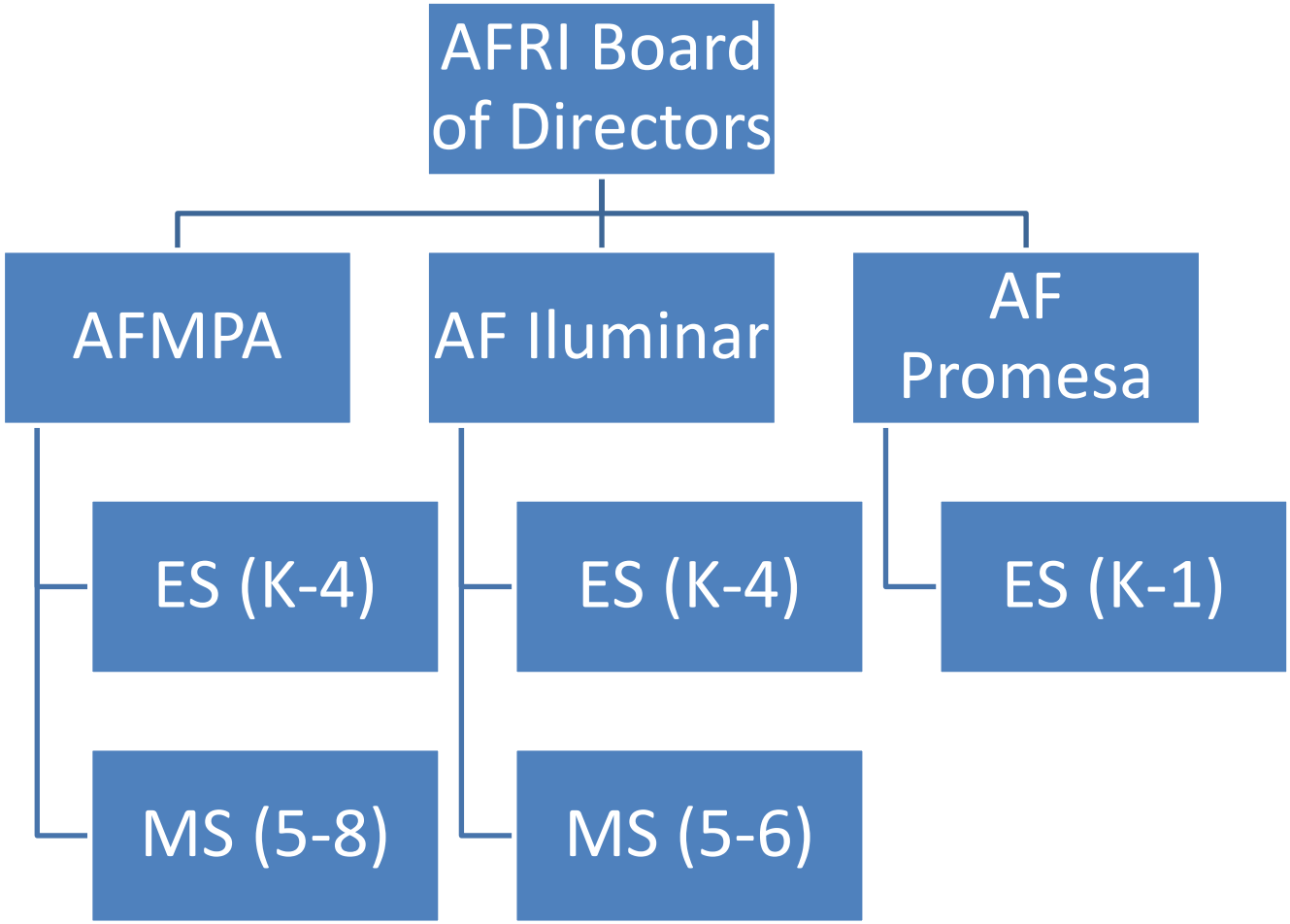
Achievement First Network Support



Reporting Relationships Org chart

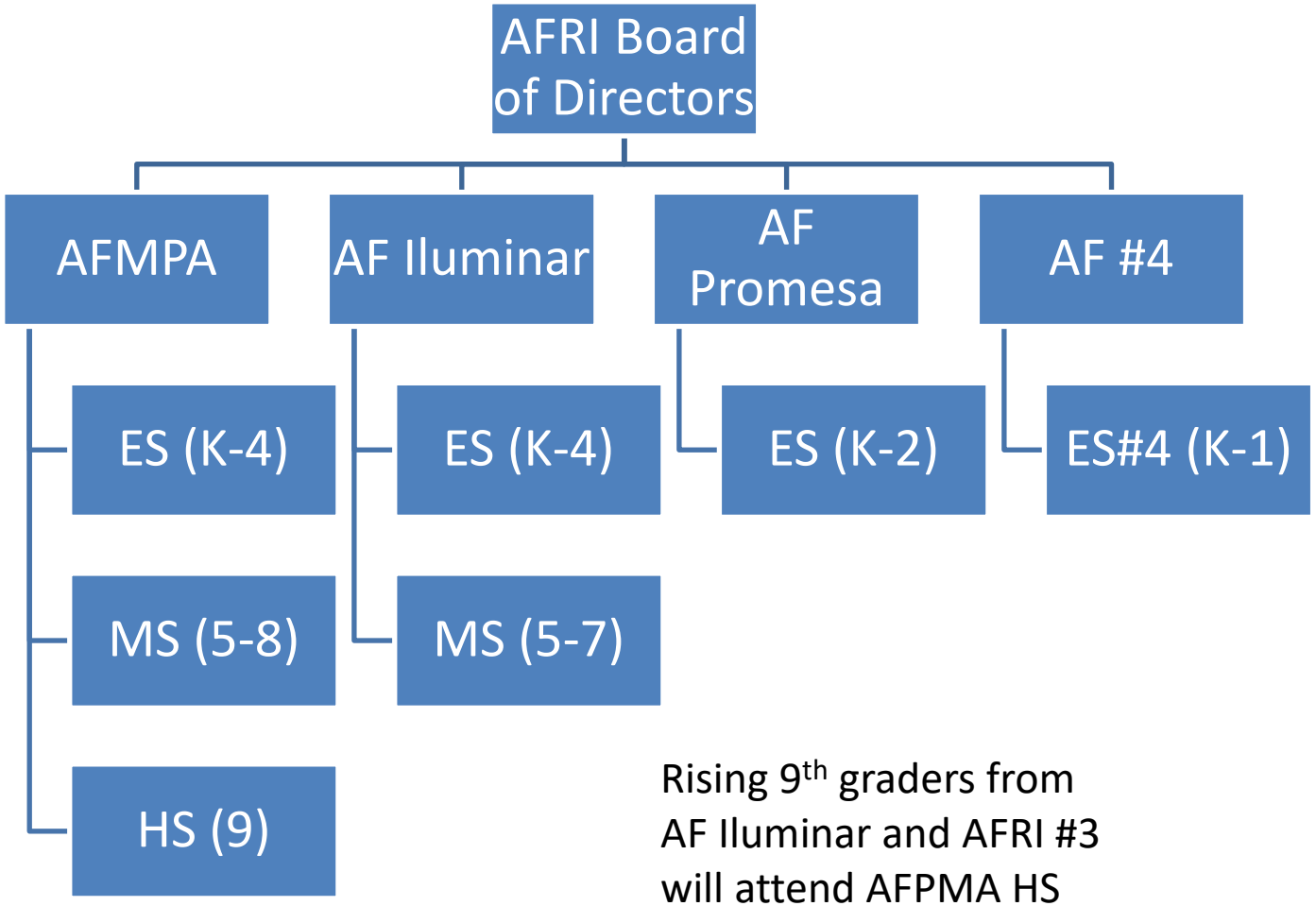


2020-20 Org chart (Current)



See ES, MS, HS level org charts for position detail

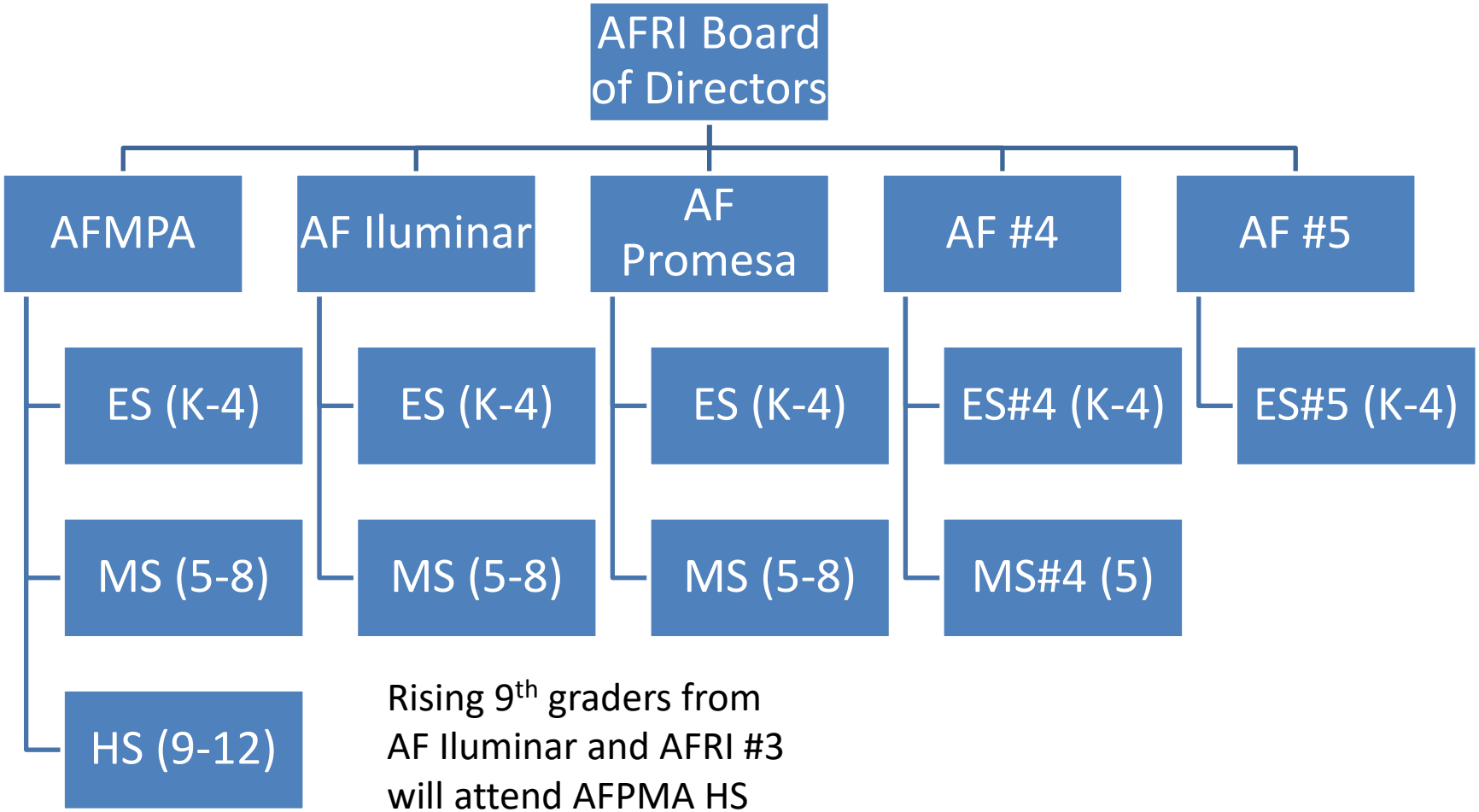
2021-22 Org chart (Year 1)



Rising 9th graders from AF Iluminar and AFRI #3 will attend AFPMA HS

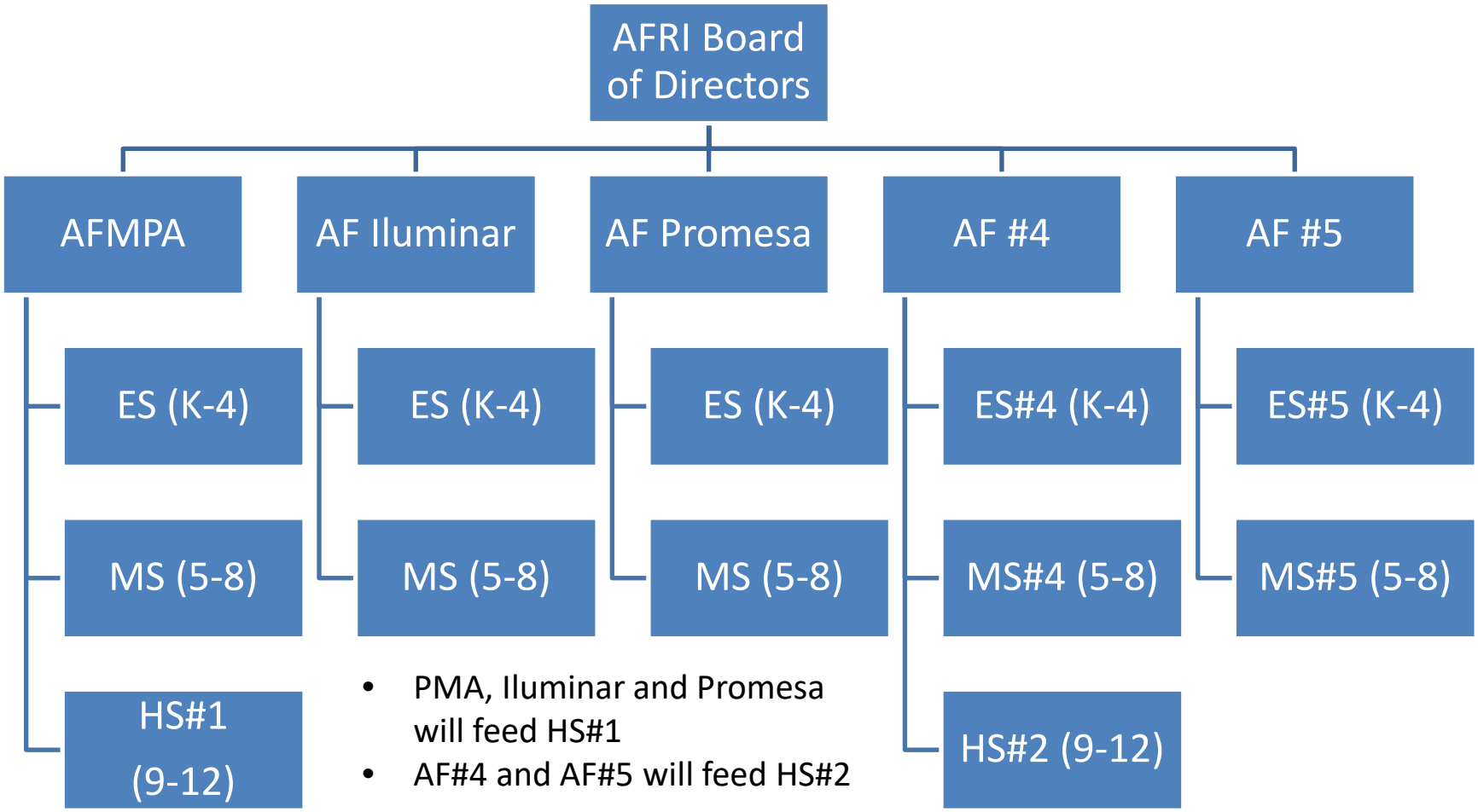
See ES, MS, HS level org charts for position detail

2025-26 Org chart (Year 5)



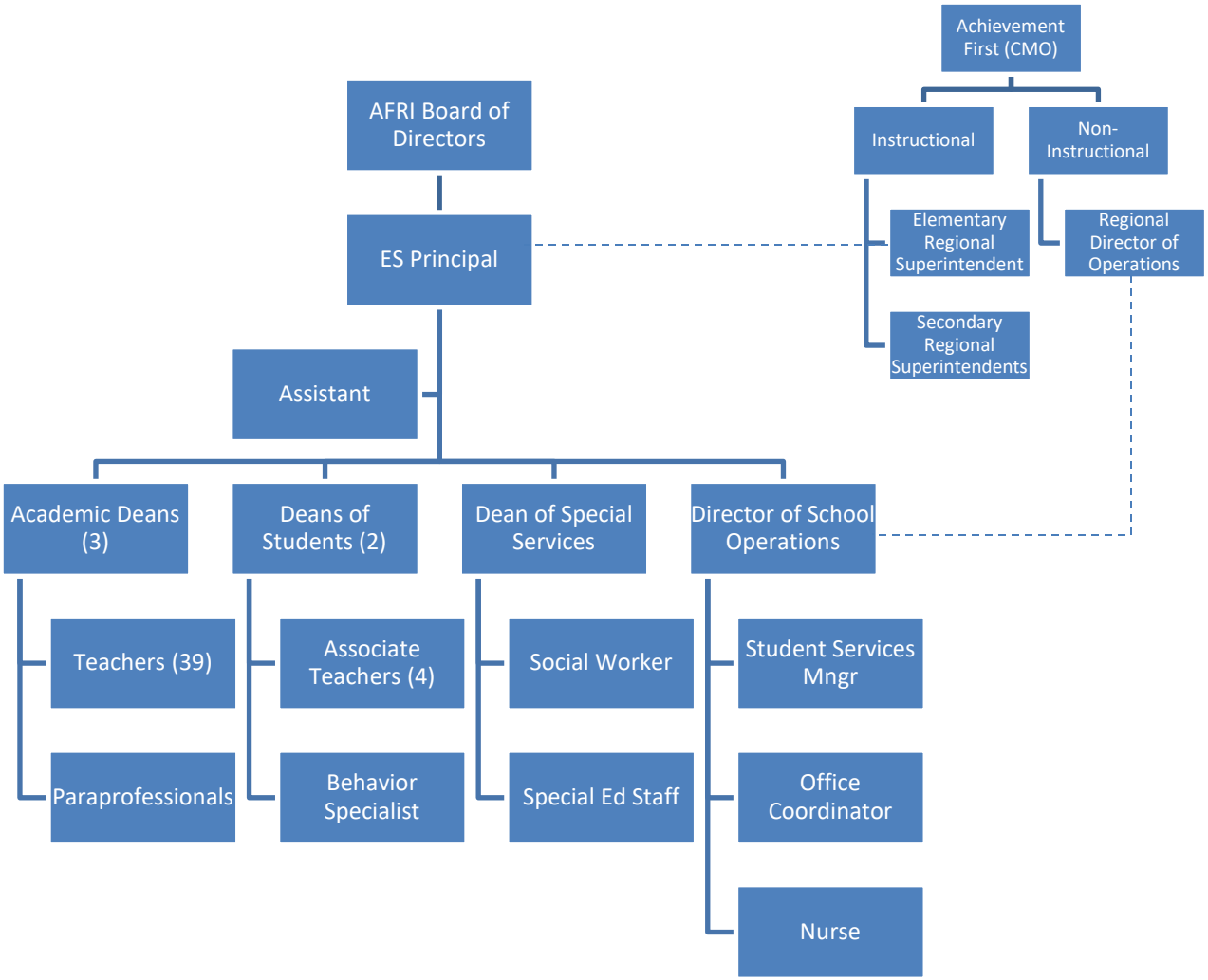
See ES, MS, HS level org charts for position detail

2031-32 Org chart (at scale)



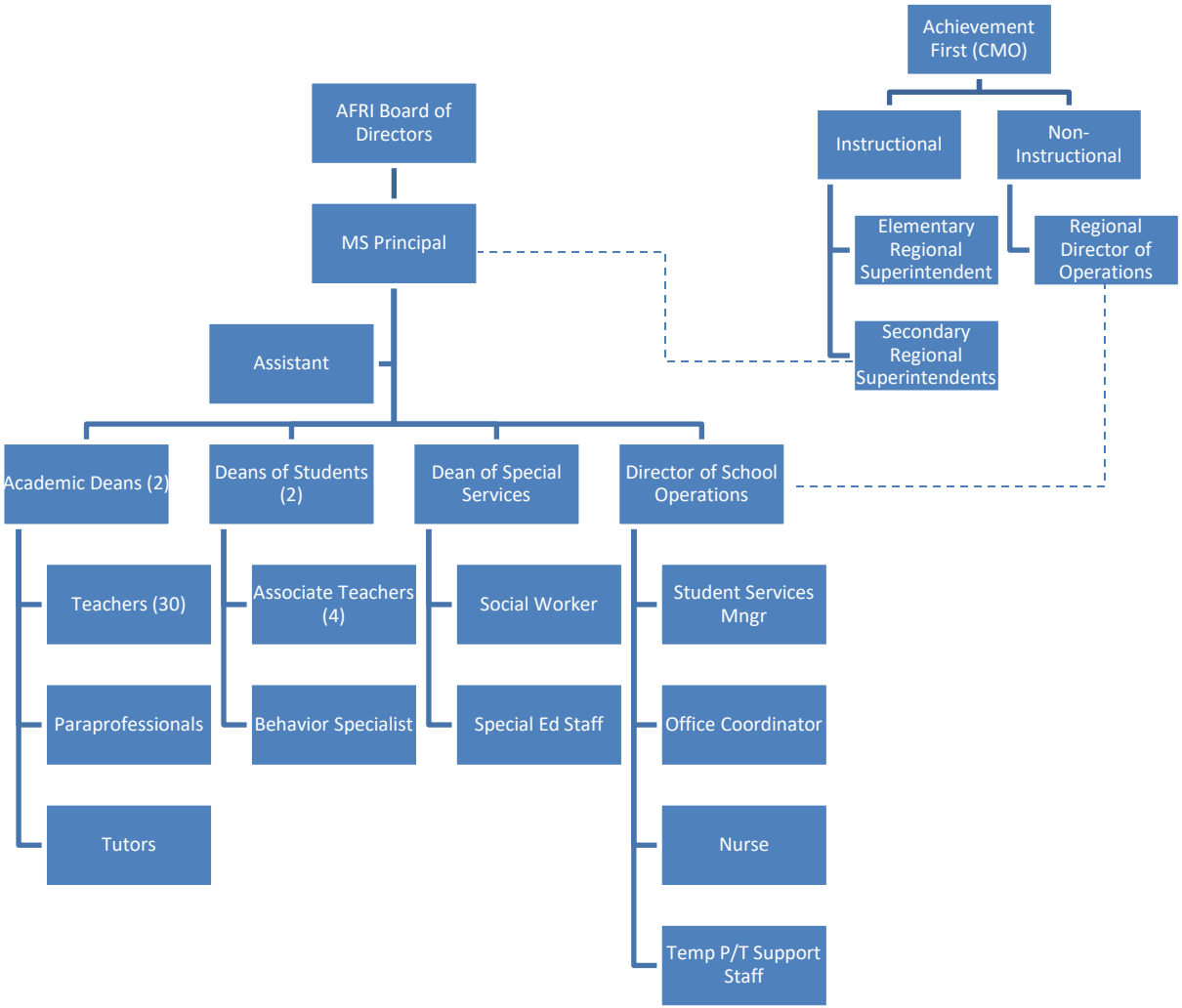
See ES, MS, HS level org charts for position detail

ES Org chart (at scale)



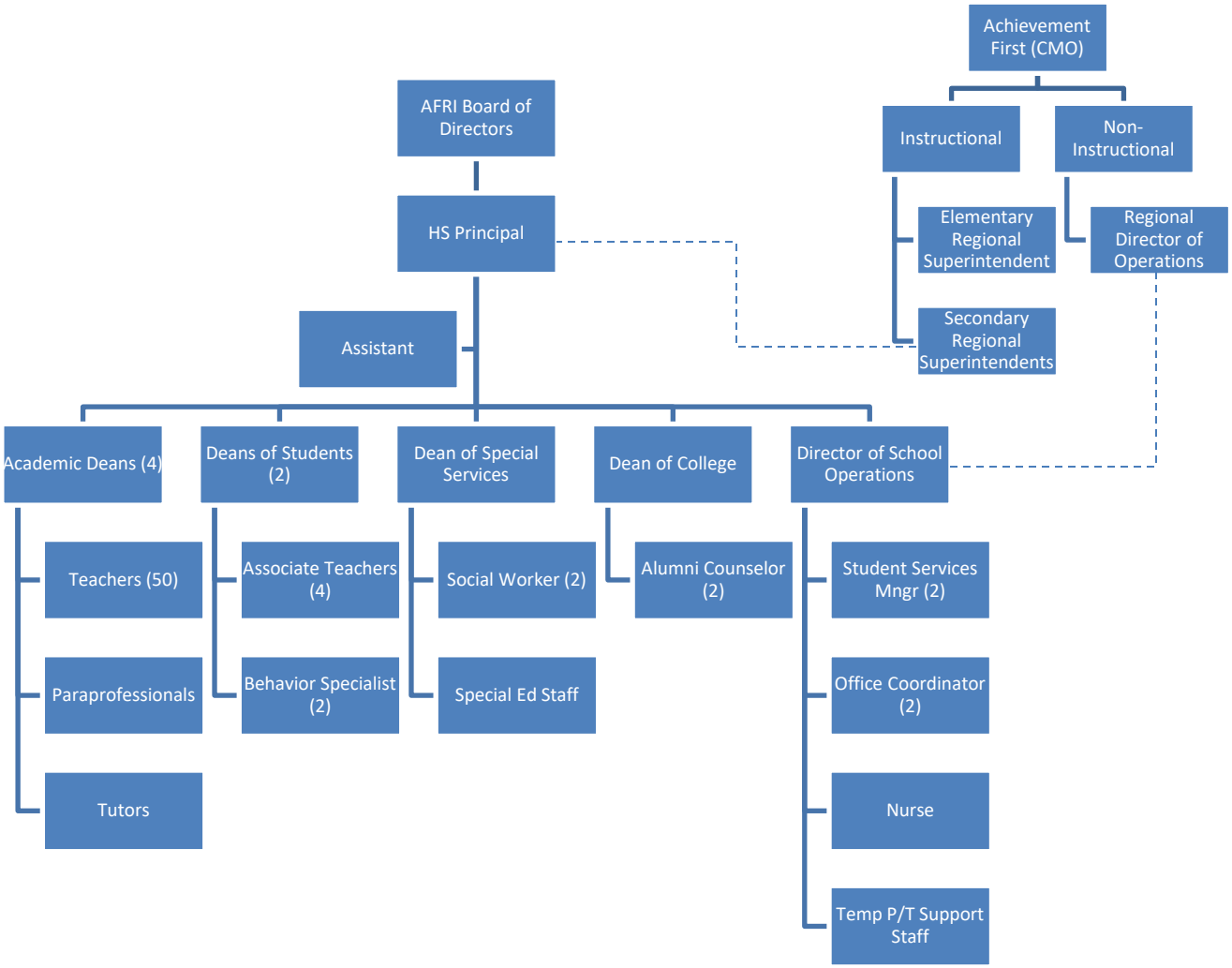
Note: Staff counts are illustrative only; see financial forecast for FTE counts

MS Org chart (at scale)



Note: Staff counts are illustrative only; see financial forecast for FTE counts

HS Org chart (at scale)



Note: Staff counts are illustrative only; see financial forecast for FTE counts

Rhode Island Charter Public Schools:

Enrollment and Funding Estimates

Follow the instructions provided in the gray boxes. Add information **only** in the fields highlighted yellow.

Table 1: Total Enrollment Estimate

Using the dropdown menu, select the communities from which your school will enroll students.Leave additional community spaces blank. Also fill in the number of students that you estimate will enroll from each community per year. The percent (%) column will automatically calculate the percentage of students by town.

	FY2022		FY2023		FY2024		FY2025		FY2026	
Name of Community	#	%	#	%	#	%	#	%	#	%
Cranston	209	9%	260	9%	285	9%	330	9%	360	9%
Warwick	22	1%	27	1%	32	1%	36	1%	39	1%
North Providence	78	4%	100	4%	114	4%	128	4%	140	4%
Providence	1,895	86%	2,386	86%	2,734	86%	3,057	86%	3,347	86%
Total Enrollment	**2,204**	100%	**2,773**	100%	**3,165**	100%	**3,551**	100%	**3,886**	100%

Table 2: Enrollment Estimates of Students Receiving Free/Reduced Lunch

Fill in the number of students eligible for free or reduced-price lunch that you estimate will enroll from each community each year. The community names will auto-fill from Table 1. The percent (%) column will calculate the percentage of FRL students by town, and overall.

	FY2022		FY2023		FY2024		FY2025		FY2026	
Name of Community	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %
Cranston	146	70%	182	70%	200	70%	231	70%	252	70%
Warwick	12	55%	15	55%	18	55%	20	55%	21	55%
North Providence	47	60%	60	60%	68	60%	77	60%	84	60%
Providence	1,592	84%	2,004	84%	2,297	84%	2,568	84%	2,811	84%
Total FRL Enrollment	**1,797**	82%	**2,261**	82%	**2,582**	82%	**2,895**	82%	**3,169**	82%

Table 3: Local Aid

The local aid table will autopopulate. The community names and enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.

	FY2022		FY2023		FY2024		FY2025		FY2026	
Name of Community	**per-pupil $**	**total $**	**per-pupil $**	**total $**	**per-pupil $**	**total $**	**per-pupil $**	**total $**	**per-pupil $**	**total $**
Cranston	$8,278	$1,730,102	$8,278	$2,152,280	$8,278	$2,359,230	$8,278	$2,731,740	$8,278	$2,980,080
Warwick	$12,612	$277,464	$12,612	$340,524	$12,612	$403,584	$12,612	$454,032	$12,612	$491,868
North Providence	$8,094	$631,332	$8,094	$809,400	$8,094	$922,716	$8,094	$1,036,032	$8,094	$1,133,160
Providence	$4,276	$8,103,020	$4,276	$10,202,536	$4,276	$11,690,584	$4,276	$13,071,732	$4,276	$14,311,772
Average Local Per Pupil	$4,874		$4,870		$4,858		$4,870		$4,868	
Total Local Aid		$10,741,918		$13,504,740		$15,376,114		$17,293,536		$18,916,880

Table 4: State Aid

The state aid table will autopopulate. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

FY 2021 Core Amount: $10,310

Name of Community	*Core*	*SSF (0.4)*	*Share Ratio*	*# students*	*# FRL students*	*Total Core*	*Total SSF*	*Average PP*	*Total*
Cranston	$10,310	$4,124	56.1%	209	146	$1,209,051	$338,534	$7,405	$1,547,586
Warwick	$10,310	$4,124	37.6%	22	12	$85,204	$18,745	$4,725	$103,949
North Providence	$10,310	$4,124	56.6%	78	47	$455,143	$109,234	$7,236	$564,378
Providence	$10,310	$4,124	85.3%	1,895	1,592	$16,665,456	$5,599,593	$11,749	$22,265,050
Average and total				2,204	1,797			$11,108	$24,480,962

Table 5: Total Aid	**FY2022**	**FY2023**	**FY2024**	**FY2025**	**FY2026**
Total Local	$10,741,918	$13,504,740	$15,376,114	$17,293,536	$18,916,880
Total State	$24,480,962	$30,810,350	$35,209,170	$39,457,626	$43,188,086
	$35,222,880	$44,315,090	$50,585,284	$56,751,162	$62,104,966

STATE OF RHODE ISLAND
CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School: Achievement First Rhode Island

Implementation and Operations

		FY2022	FY2023	FY2024	FY2025	FY2026	Instructions/Notes
	MAJOR ASSUMPTIONS						**MAJOR ASSUMPTIONS**
A	Average local aid per pupil	4,874.00	4,870.00	4,858.00	4,870.00	4,868.00	A Calculates automatically from 'Enrollment Estimates' worksheet.
B	Average state aid per pupil	11,108.00	11,108.00	11,108.00	11,108.00	11,108.00	B Calculates automatically from 'Enrollment Estimates' worksheet.
C	Student Enrollment	2,204	2,773	3,165	3,551	3,886	C Calculates automatically from 'Enrollment Estimates' worksheet, Table 1. Should correspond to enrollment projections in charter proposal
D	Gross Square Footage (GSF) of facility	217,000	348,400	426,268	426,268	517,182	D Should correspond to facilities specifications in charter proposal
E	*Staffing*						E Should correspond to staffing projections in charter proposal; use 1.0 for FTE and 0.5 for PTE
	E1. School Principals/Asst Principals	7.0	8.0	8.0	9.0	10.0	E1. Corresponds to line 9
	E2. School Support Staff	1.0	3.0	3.0	3.0	3.0	E2. Corresponds to line 10
	E3. Executive Director/Superintendent	0.0	0.0	0.0	0.0	0.0	E3. Corresponds to line 14
	E4. Deputies/Administrators	0.0	0.0	0.0	0.0	0.0	E4. Corresponds to line 15
	E5. Program/Operations Support Staff	27.3	29.3	31.3	32.0	35.0	E5. Corresponds to line 16
	E6. Teachers	211.8	238.8	265.2	272.2	280.2	E6. Corresponds to line 23
	E7. Paraprofessionals	23.0	29.0	33.0	37.0	40.0	E7. Corresponds to line 24
	E8. Pupil Support	28.0	31.0	33.0	33.0	35.0	E8. Corresponds to line 30
	E9. Teacher Support	23.0	28.0	31.0	35.0	38.0	E9. Corresponds to line 31
	E10. Program Management	1.0	1.5	2.0	2.0	2.0	E10. Corresponds to line 32
	E11. Special Services	15.0	16.0	17.0	18.0	19.0	E11. Corresponds to line 33
	E12. Facilities Maintenance	0.0	0.0	0.0	0.0	0.0	E12. Corresponds to line 45
F	Staff FTE Subtotal:	337.1	384.6	423.5	441.2	462.2	F Subtotal calculates automatically.
	OPERATING REVENUES						**OPERATING REVENUES**
1	Local Revenue	10,741,918.00	13,504,740.00	15,376,114.00	17,293,536.00	18,916,880.00	1 Revenue provided by the school's sending municipalities. Calculates automatically - Average local aid per pupil*Student Enrollment
2	State Revenue	24,480,961.92	30,810,349.62	35,209,170.41	39,457,626.40	43,188,086.37	2 Revenue provided by the State of Rhode Island.
3	Grants - Charter Schools Program	588,873.00	468,145.00	324,573.00	425,084.00		3 Funds anticipated or awarded from the USDE Charter Schools Program (CSP)
4	Grants - Private						4 Grants awarded by private donors, foundations, or corporations
5	Federal formula funds (inc. Title I, III and IDEA)	1,191,441.00	1,769,973.00	2,255,721.00	2,613,407.00	3,170,942.00	5 Please see: http://ride.ri.gov/FundingFinance/FundingSources/FederalFunds.aspx for information on federal formula funding
6	Capital Projects Funds	19,380,997.00	2,489,655.00	0.00	549,340.00	359,800.00	6 Revenue raised to fund or acquire major capital facilities, such as bonding or other capital financing instruments
7	Other:	390,560.00	622,048.00	824,781.00	914,429.00	1,237,506.00	7 Specify other revenues, if applicable.
8	**TOTAL OPERATING REVENUES**	56,774,750.92	49,664,910.62	53,990,359.41	61,253,422.40	66,873,214.37	8 Total Operating Revenues calculates automatically.
	OPERATING EXPENDITURES						**OPERATING EXPENDITURES**
	School Management						**School Management**
9	Salaries: Principals and Assistant Principals	1,020,376.00	1,189,472.00	1,213,256.00	1,392,210.00	1,577,840.00	9 Certified administrators that are principals, assistant principals, or heads of school
10	Salaries: Support Staff	49,062.00	150,129.00	153,132.00	156,195.00	159,318.00	10 Staff supporting principals/assistant principals and school office functions
11	School Office	716,179.00	938,608.00	1,068,678.00	1,231,226.00	1,352,764.00	11 General office expenditures such as supplies, copier, postage, etc.
12	Other:						12 Specify other expenditures, if applicable
13	Subtotal:	1,785,617.00	2,278,209.00	2,435,066.00	2,779,631.00	3,089,922.00	13 Subtotal calculates automatically.
	Program/Operations Management						**Program/Operations Management**
14	Salaries: Executive Director or Superintendent	0.00	0.00	0.00	0.00	0.00	14 Chief executive of central office, if applicable
15	Salaries: Deputies and Administrators	0.00	0.00	0.00	0.00	0.00	15 Central office administrators including public relations directors, finance directors, IT directors, operations directors, research or program evaluators
16	Salaries: Support Staff	1,775,855.25	1,944,306.00	2,118,812.50	2,213,056.00	2,468,935.00	16 Central office support staff including clerks, assistant administrators, finance assistants, operations assistants
17	Legal	0.00	0.00	0.00	0.00	0.00	17 Expenses related to contracted legal services
18	School Board	0.00	0.00	0.00	0.00	0.00	18 Include professional development, board training, travel, consultants fees, E&O/umbrella insurance and other related costs
19	Business Operations	0.00	0.00	0.00	0.00	0.00	19 Include payroll, human resources, accounting, audits, office expenses and other related costs
20	Information Management and Technology	0.00	0.00	0.00	0.00	0.00	20 Include expenses for non-pupil use IT, including hardware, software, and data processing
21	Other:	0.00	0.00	0.00	0.00	0.00	21 Specify other expenditures, if applicable
22	Subtotal:	1,775,855.25	1,944,306.00	2,118,812.50	2,213,056.00	2,468,935.00	22 Subtotal calculates automatically.
	Instruction						**Instruction**
23	Salaries: Teachers	12,648,137.20	15,075,178.00	17,264,102.80	18,636,083.00	20,152,723.20	23 Salaries for classroom teachers, including all core content areas, special education, art, music, language, physical education, computers, etc.
24	Salaries: Paraprofessionals	790,464.00	1,016,595.00	1,179,948.00	1,349,427.00	1,488,040.00	24 Salaries for paraprofessionals who spend a majority of their time in classrooms with teachers
25	Stipends and Bonuses	120,184.00	156,400.00	181,217.00	209,991.00	231,842.00	25 Stipends, bonuses or other incentives for instruction in addition to salary
26	Pupil-Use Technology, Hardware, and Software	1,809,105.00	2,229,486.00	2,027,682.00	2,222,159.00	2,464,334.00	26 Computers, printers, software and related technology for student use
27	Instructional Materials Supplies	1,159,846.00	1,262,538.00	1,253,159.00	1,295,893.00	1,499,156.00	27 Materials and supplies intended for instruction including textbooks, paper, markers, lab materials, academic field trips, etc.
28	Other:						28 Specify other expenditures, if applicable
29	Subtotal:	16,527,736.20	19,740,197.00	21,906,108.80	23,713,553.00	25,836,095.20	29 Subtotal calculates automatically.
	Instructional Support						**Instructional Support**
30	Salaries: Pupil Support	2,353,400.00	2,657,661.00	2,885,718.00	2,943,435.00	3,184,230.00	30 Include guidance counselors, library staff, extracurricular staff, nurses, outreach coordinators, dean of students
31	Salaries: Teacher Support	920,000.00	1,120,000.00	1,240,000.00	1,400,000.00	1,520,000.00	31 Include teacher coaches, mentors, curriculum designers, professional development providers
32	Salaries: Program Management	0.00	0.00	0.00	0.00	0.00	32 Include special education administrators and program coordinators (such as Title coordinators)
33	Salaries: Special Services	880,710.00	958,224.00	1,038,462.00	1,121,544.00	1,207,526.00	33 Include therapists, psychologists, evaluators, personal attendants and social workers
34	Guidance and Counseling						34 Expenses related to guidance and counseling
35	Library and Media						35 Library-related supplies, equipment, books, software and office costs
36	Extracurricular						36 Equipment, materials, and transportation for extracurricular activities

37	Student Services, Outreach, Recruitment		114,141.00	133,699.00	162,181.00	212,058.00	249,675.00	37 Expenses related to registration, recruitment, parent relations, outreach, and advertising
38	Student Health Services							38 Services and supplies for school health programs
39	Academic Interventions							39 Any fees or materials expenses related to academic interventions
40	Curriculum Development		96,000.00	126,000.00	150,000.00	174,000.00	192,000.00	40 Any fees or materials expenses related to curriculum development
41	In Service, Staff Development, and Support		1,312,617.00	1,537,538.00	1,865,085.00	2,438,664.00	2,871,258.00	41 Professional development, mentoring, training, coaching
42	Assessment							42 Costs of assessment, scoring, data collection and reporting, and proctoring exams
43	Other:		594,198.00	727,604.00	864,220.00	1,018,668.00	1,218,341.00	43 Specify other expenditures, if applicable
44		Subtotal:	6,271,066.00	7,260,726.00	8,205,666.00	9,308,369.00	10,443,030.00	44 Subtotal calculates automatically.
	Operations							**Operations**
45	Salaries: Facilities Maintenance		0.00	0.00	0.00	0.00	0.00	45 Custodians, janitors, and maintenance workers
46	Transportation		1,337,350.00	1,721,200.00	1,941,251.00	2,196,761.00	2,382,096.00	46 Transportation service personnel, equipment and/or contracts
47	Food Services		929,345.00	1,196,088.00	1,349,005.00	1,526,563.00	1,655,355.00	47 Food service personnel, equipment and/or contracts
48	Safety							48 Security and crossing guards, safety and security equipment, and/or contracts
49	Building Upkeep and Maintenance		217,000.00	348,400.00	426,268.00	426,268.00	517,182.00	49 Maintenance supplies and expenses related to furniture, desks, chairs, and fixtures
50	Maintenance Contracts		399,722.00	607,642.00	743,911.00	743,911.00	905,635.00	50 Maintenance contract fees from outside providers
51	Utilities		454,296.00	574,902.00	888,600.00	896,721.00	1,086,833.00	51 Water, gas, electricity, sewer, trash removal, snow removal, etc
52	Lease		964,785.00	984,081.00	1,003,764.00	1,023,839.00	1,044,316.00	52 Fees paid for land and/or buildings that are leased
53	Debt Service		616,108.00	1,683,782.00	1,762,279.00	1,798,364.00	1,821,999.00	53 Principal and interest payments made on long-term debt
54	Capital Projects		19,380,997.00	2,489,655.00	0.00	2,149,340.00	1,859,800.00	54 Expenditures for land, buildings, and improvements
55	Other:							55 Specify other expenditures, if applicable
56		Subtotal:	24,299,603.00	9,605,750.00	8,115,078.00	10,761,767.00	11,273,216.00	56 Subtotal calculates automatically.
	Other Obligations							**Other Obligations**
57	Fringe Benefits		3,965,635.00	4,622,046.00	5,090,692.00	5,425,275.00	5,780,612.00	57 Health insurance premiums, life insurance premiums, and retirement benefits provided to employees
58	Insurance (non-employee)							58 Insurance premiums for property, fire, liability, umbrella etc.
59	Retiree Benefits							59 Post-employment retirement benefits paid out of operating funds
60	Purchased Management Services		4,075,020.00	5,128,173.00	5,867,668.00	6,706,537.00	7,480,727.00	60 Fees for comprehensive management services provided by a Charter Management Organization, school district, or other provider
61	Other:							61 Specify other expenditures, if applicable
62		Subtotal:	8,040,655.00	9,750,219.00	10,958,360.00	12,131,812.00	13,261,339.00	62 Subtotal calculates automatically.
	Community Services							**Community Services**
63	Community Service Operations							63 Services to the community at large (e.g. child care, recreation programs)
64	Other:							64 Specify other expenditures, if applicable
65		Subtotal:	0.00	0.00	0.00	0.00	0.00	65 Subtotal calculates automatically.
66	**Budgeted Contingencies**							66 The amount reserved for contingencies or undesignated uses.
67	**TOTAL OPERATING EXPENDITURES**		58,700,532.45	50,579,407.00	53,739,091.30	60,908,188.00	66,372,537.20	67 Total Operating Expenditures calculates automatically.
68	**SURPLUS/(DEFICIT)**		(1,925,781.53)	(914,496.38)	251,268.11	345,234.40	500,677.17	68 Surplus/(Deficit) calculates automatically.

ELA Program Overview

The purpose of this document is to clarify the core beliefs of Achievement First's elementary ELA program, the goals of the program, and to explain how each element of our curriculum aligns with those beliefs and supports students in meeting those goals.

Program Beliefs and Goals

Our mission at Achievement First is a lofty one: to provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities. Our mission is intricately tied to our literacy program; to ensure this threefold mission of preparedness for college, career and community leadership our students must be critical, compelling and thoughtful readers, writers, speakers and listeners. Indeed, our literacy program must serve not just to promote foundational skills to ensure that scholars are well-prepared for a rigorous college experience, but stretch their knowledge, perspective, and character to deeply understand themselves and the world around them.

As elementary schools, we have a unique and critical role to play in setting our students on this path. Our program must inspire students to love reading and writing and simultaneously support students in demonstrating deep understanding of grade level texts and content in discussion and writing. These goals are deeply interconnected. The more students love to read and write, the more they will read and write; the more they practice, the more successful they will feel, which in turn makes them want to practice more. To create this virtuous cycle, our program must provide opportunities for students to see themselves mirrored in high quality texts, build background knowledge on engaging topics, and help scholars build a reading and writing "toolkit" of skills that they can use to make and convey meaning with a clear scope and sequence of skills introduced and practiced across our ELA blocks.

The quality of our curriculum directly links to our network goals of having a strong student experience driven by great teaching. When texts, tasks, and content are engaging for students, lessons will spark their innate curiosity. Increased student engagement driven by academic curiosity in lessons will support teachers in creating focused learning environments and genuine investment in rich discussion and thinking.

Purpose and Alignment of Blocks

Our overarching goals of cultivating deep love of reading and writing and supporting students in strong academic outcomes remain true from kindergarten through fourth grade, even while what it means to be a proficient reader and author changes from year to year. By the end of each grade, students should be able to use their knowledge of written language, text structure, and genre to make meaning of texts up to grade-level complexity. Our scope and sequence of skills names the skills taught each year and when in the program they are introduced. Students should use these skills to convey their own ideas in writing with a similar level of sentence and text complexity. Students should be excited and able to share their ideas in writing and discussion.

All components of our curriculum work together to excite students about literacy, support student proficiency, and develop background knowledge. The following chart illustrates how each component of our program supports achievement of those goals and connects to one another. Our humanities block encompasses multiple subjects, each with a different purpose. Read aloud, close reading, writing and social studies lesson types are all taught within the humanities block and are aligned in one overarching humanities unit.

Subject	K-4 Subject Goals/Outcomes	Connection to Other Subjects
K-4 Guided Reading	• Scholars build/learn to apply skills (accuracy, fluency, comprehension) and schema to access, analyze and discuss texts at increasing complexity. • Scholars read text on their instructional level • Scholars receive small group targeted support	• Students learn strategies to solve unknown words building on their knowledge of phonics and phonemic awareness from the phonics block (K-2) • Students will apply strategies learned in guided reading for self-monitoring and comprehension to their reading in read aloud, close reading, independent reading, social studies, and reading at home. • Consistent language around genre, genre-based-thinking-jobs, and comprehension strategies used across guided reading, close reading, read aloud, and social studies help students to see that reading is reading no matter the time of day or teacher in front of us • Small group support and practice in guided reading builds student confidence and investment in reading and should excite students to want to continue reading during independent reading and outside of school • Students practice habits of discussion learned during the read aloud block
K-2 Phonics	• To teach and practice the phonological awareness, phonics, and fluency skills necessary to read and comprehend text proficiently.	• Students use knowledge gained in phonics block to decode and make meaning of text in guided reading, independent reading, and read aloud • Students use knowledge gained in phonics block to encode their own ideas during writing block, written responses in read aloud block and social studies block
Humanities: K-4 Writing Lessons	• Effectively write in the three major genres (opinion, informational, and narrative) by using the craft and structure moves associated with each genre and develop an appreciation for the purpose and potential of each genre.	• Students use knowledge of written language gained in phonics block to encode their ideas during writing • Students use knowledge of genre, text structure, author's purpose, author's craft, and background knowledge on key topics gained in read aloud, close reading, science, and social studies to guide their own writing during writing block

	• Effectively articulate and support strong ideas in writing with clarity, precision, and in an organized way • **Build metacognition through using and reflecting on all stages of the writing process** in formative and on-demand situations • **Develop the ability to analyze and respond to the ideas of others** and **respond to critiques of their own** ideas from others	• Students use the skills gained in the writing block to express their ideas clearly for a reader during close reading, social studies, science, and read aloud. • Students try out author's craft moves learned in reading blocks in their own writing
Humanities: 2-4 Close Reading Lessons	• To teach scholars how to **distill the meaning of any short text** and to **articulate the central idea of texts so they can apply similar thinking to future texts.** • **To teach students to analyze the choices the author makes to convey the central idea** and to **articulate this in oral and written** language so they can apply similar thinking to future texts.	• Students will apply knowledge of text structure and strategies for comprehending across genres to make meaning of guided reading and independent reading books and texts read in read aloud, social studies, and science • Students will build background knowledge on aligned topics across read aloud and close reading, with some units also connecting to social studies or science. They will write about those topics during the writing block. • Consistent language around genre, genre-based-thinking-jobs, and comprehension strategies used across guided reading, close reading, read aloud, and social studies help students to see that reading is reading no matter the time of day or teacher in front of us
Humanities: K-4 Social Studies and Content Acquisition Lessons	• **To develop students' conceptual understanding of essential Social Studies knowledge through student-driven inquiry**, the reading of texts and opportunities for them talk about, wri**te about or otherwise apply their thinking**	• Students apply background knowledge gained in social studies to their understanding of texts read across reading blocks • Consistent language around genre, genre-based-thinking-jobs, and comprehension strategies used across guided reading, close reading, read aloud, and social studies help students to see that reading is reading no

	• To prepare students to **learn about their world and take action** in it as future leaders and independent thinkers	matter the time of day or teacher in front of us
Humanities: K-4 Read Aloud Lessons	• **To build scholars' passion and appreciation for great literature** and diverse perspectives as well as world awareness through text. • **To make the internal process of great readers explicit** for students. • **To teach students to distill the meaning of longer, grade-level or beyond texts and to analyze the choices the author make**s to convey the central idea within world-class literature. • **To encourage students to be critical thinkers** and formulate and defend their own opinions. • **To develop strong discourse habits.**	• Students will apply knowledge of text structure and reading strategies to make meaning of their guided reading and independent reading books and as models for their work as authors in writing. • Students will build background knowledge on aligned topics across read aloud and close reading, with some units also connecting to social studies or science. They will write about those topics during the writing block. • The excitement they feel about books in read aloud should spark their excitement to read during independent reading and at home, investing them in reading more books in a series, from an author, or about a topic, and inspiring them to write their own books • Consistent language around genre, genre-based-thinking-jobs, and comprehension strategies used across guided reading, close reading, read aloud, and social studies help students to see that reading is reading no matter the time of day or teacher in front of us
Independent Reading	• Scholars fall in love with books. • Scholars build stamina and "miles on the page." • Scholars apply habits and skills learned in other blocks to an independent book.	• During independent reading, students will have the chance to practice the skills gained across the reading blocks. This should be a joyful time of day when students' true love of reading shines through and they have books they are truly excited to read.

Achievement First: Elementary Mathematics Program Overview 2020

Overview

The purpose of this document is to clarify the core tenets of our mathematics program along with the components of the math program and how they support each tenet.

Alignment to our Mission

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. In the K-12 mathematics program at Achievement First, our vision is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, joy, and deep understanding of the mathematics outlined in the Common Core. A well-prepared student will develop deep understanding of concepts and a proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education. Therefore, we reject the I-We-You approach and believe that we must embrace productive struggle and allow students to come to understandings with mathematics teachers as facilitators of the learning experiences.

We are building a program in which we will see the mathematical practices come to life through the shifts (focus, coherence, rigor), called for by the standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program[1]:

1. Problem Solving: the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
   - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.
   - Focus SMPs: 1, 2, 3, 4, 5, 6, 7, 8
2. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
   - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
   - Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8
3. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
   - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
   - Focus SMPs 5, 6, 7
4. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
   - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
   - Focus SMPs 1, 2, 3, 4, 5, 7, 8
5. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
   - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
   - Focus SMPs: 1

From the above tenets the standards for mathematical practice (CCSSI 2010) were derived:

- SMP1: Make sense of problems and persevere in solving them
- SMP2: Reason abstractly and quantitatively
- SMP3: Construct viable arguments and critique the reasoning of others
- SMP4: Model with mathematics
- SMP5: Use appropriate tools strategically
- SMP6: Attend to precision
- SMP7: Look for and make use of structure
- SMP8: Look for and express regularity in repeated reasoning

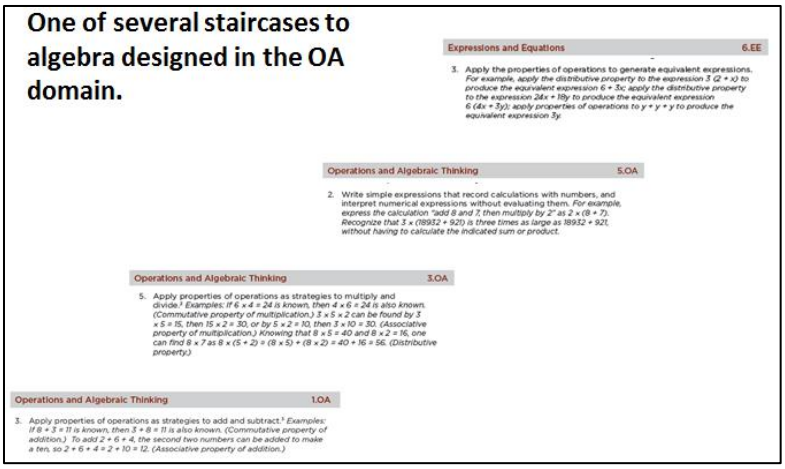
[1] Conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition are adapted from Kilpatrick, Swafford, and Findell, 2001 – Adding It Up: Helping Children Learn Mathematics

The tenets and practices are in service of the three shifts demanded by the Common Core:

1. **FOCUS: Focus strongly where the standards focus**
   - Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
   - Focus deeply on what is emphasized in the standards, so that students gain strong foundations.

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra; linear functions

2. **COHERENCE: Across grades and linked to major topics**
   - Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years
   - Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.



3. **RIGOR: In major topics, pursue conceptual understanding, procedural skill and fluency, and application**
   - The CCSSM require a balance of:
     - Solid conceptual understanding
       - Conceptual understanding supports the other aspects of rigor (fluency and application)
     - Procedural skill and fluency
       - The standards require speed and accuracy in calculation

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

     - Application of skills in problem solving situations
       - Students can use appropriate concepts and procedures for application even when not prompted to do so
   - Pursuit of all three requires intensity in time, activities, and resources

Achievement First: Elementary Mathematics Program Overview 2020

Math Lesson

Purpose	Intellectual Preparation & Assessment	Assessment
Through the use of guided inquiry, students develop conceptual understanding of new math topics and strategies aligned to standards by making connections to previously learned content and applying mathematical practices. CORE TENET CONNECTION: Conceptual Understanding; Problem Solving; Productive Disposition; Strategic Competence & Adaptive Reasoning	**Unit-Level Preparation:** 1. Teachers read/complete and annotate the TBK, Unit Overview, and Unit Assessment, giving careful consideration to and researching concepts and processes that are potentially confusing and/or complex. 2. Teachers engage in the Unit Unpacking protocol with other teachers of their content and their dean whenever possible. 3. Teachers also sequence lessons for the unit on the calendar and make decisions regarding school-based adjustments given current data and/or school specific calendar. **Lesson Planning:** Daily lesson resources will be provided to teachers. Each plan aims to include clear key points, expected student outcomes, strategies, representations and/or examples to make the math explicit. The Teacher's job to prepare includes: • completing the lesson level IPP to ensure they have internalizing the key points, as well as the exemplar student strategies/approaches, misconceptions and responses, and the visual anchor • preparing materials, including visual anchors, student work packets, and manipulatives for the lesson. • Teachers may need to customize based on school specific needs, classroom data, and teacher coaching, using materials and approaches based on learning progressions, funneled questioning toward key points, and the problem-solving approach. Teachers pull from other resources when necessary (Engage NY, etc.).	- Interim: Network-wide Interim Assessment to gauge understanding of content taught throughout the year; includes novel problems - Unit: Shared Unit Assessment (and Pre-Unit Assessment) to gauge conceptual and procedural knowledge along with the ability to apply in novel real-world and mathematical problems (administering is a school-based decision, no network data is reported) - Weekly: Network-wide bi-weekly quizzes assess progress toward mastery of the unit - Daily: Observational data, in-class work, Exit Tickets (task lessons do not have ETs, so collect classwork to assess mastery)
Schedule M-Th: -40-45 minutes K/1 -45-55 minutes 2nd- 4th		

Achievement First: Elementary Mathematics Program Overview 2020

Math Stories

Purpose	Intellectual Preparation & Assessment	Assessment
Students develop a strong problem solving approach and conceptual understanding of varied problem types and calculation strategies by representing problems, making connections to previously learned content, applying mathematical practices, and solving real-world problems. CORE TENET CONNECTION: Problem Solving; Productive Disposition; Strategic Competence & Adaptive Reasoning	**Unit-Level Preparation:** 1. Teachers use the Story Problems S&S imbedded in the larger Elementary Story Problem Guide to plan the types of story problems students will engage with. **Lesson Planning:** Teachers will use the Story Problems S&S as well as data to plan daily based on the agenda they will be using and classroom data. Lesson plans should include: • Story problem for the day • Possible representations/calculation strategies • Planned T&T questions and exemplar response for the 2-3 share that has a clear learning goal • Potential misconceptions	- Interim: network-wide Interim Assessment to gauge understanding of story problem content taught throughout the year - Weekly: Network-wide bi-weekly quizzes assess progress toward mastery of the problem types taught - Daily: observational data, in-class work
Schedule		
M-Th: -25-30 minutes Monday-Thursday		

Math Meeting and Routines (K-2 Only)

<table>
<tr><th>Purpose</th><th>Intellectual Preparation & Assessment</th><th>Assessment</th></tr>
<tr><td>Through strategically designed problem strings or routines, students develop a deep number sense and flexibility with numbers to deeper then base-ten understanding and support more complex problem solving.

CORE TENET CONNECTION: Procedural Fluency; Conceptual Understanding</td><td rowspan="2">Year-Long Preparation:
1. Teachers use the Fluency S&S, as well as the Connections portion of each Unit Overview to plan for Math Meeting, Number Strings and Friday Math Routines.
2. Teachers prioritize before and within an IA cycle, the calculation and number sense concepts that need the most development.
3. Teachers use Context for Learning Mini-Lessons books to further support planning.

Lesson Planning: Teachers uses the provided sequence and resources to finalize each day's string and routine and complete the exemplar – getting clear on the deeper/new understanding they are driving towards and the strategies/concepts to showcase.</td><td rowspan="2">- Interim: network-wide Interim Assessment to gauge understanding of content taught throughout the year
- Weekly: Network-wide bi-weekly quizzes assess progress toward mastery of number concepts
- Daily: Observational data, in-class work, Exit Tickets</td></tr>
<tr><td>Schedule

M-Th:
K-1: 15 minutes during Math Meeting
K-1: 25 minutes Friday</td></tr>
</table>

Math Cumulative Review (2-4)

Purpose	Intellectual Preparation & Assessment	Assessment
Individualized and whole group instruction used to solidify skills and understandings students have acquired as well as revisit strategic topics in order to facilitate the making of connections. CORE TENET CONNECTION: Procedural Fluency; Productive Disposition **Schedule** M-Th: (2-4) 15 minutes Friday: (2-4) -40-55 minutes	**Weekly Preparation:** **M-Th:** 1. Based on network IA data, there will be resources provided to review and build skill fluency of one to two standards. In addition, schools will need to add two items each day to address a single standard that their students specifically have not yet reached >70% mastery of. Teachers will use rapid feedback and data collected in the moment to strategically utilize Show Calls to address need (may include show calling exemplary work or a misconception). **Friday Block: (2-4)** 1. Based on that week's exit ticket data, teachers determine concepts that students need to continue to refine and build on. The first 20 minutes of the block are designated to address this data. Based on student performance, some students may need to do Exit Ticket re-do, a small group may need to be pulled for further intervention or the whole class may need an Error Analysis re-teach. Students who do not need remediation should use ST Math or engage in a challenge problem/task with a partner. 2. The remaining 25 minutes of the block is mixed practice of the one to two cumulative review standards from the previous IA cycle, determined by network support, in addition to the one standard determine based on school specific data. Teachers will use rapid feedback and data collected in the moment to strategically utilize Show Calls to address need (may include show calling exemplary work or a misconception). **Lesson Planning:** 1. Teachers determine the appropriate path for addressing Exit Ticket data and create supporting materials for re-teach, re-do or extension. 2. Teachers customize the shared cumulative review packet that represents the prioritized skills and concepts. While the mathematical skills and concepts are things that students need to revisit, students are also capable of practicing them with little to no instruction from the teacher or within a more cognitively demanding context. 3. Teachers should create the exemplar student work for the mixed practice in order to provide high quality feedback in the moment. 4. In addition, teachers should plan to pull small groups based on student data to provide additional support as needed throughout.	**Assessment:** - Interim: standards are re-assessed according to the blueprint - Weekly: cumulative review standards on bi-weekly quizzes assess review content as well as current content - Daily: Observational data, in-class work, Exit Tickets

Math Error Analysis Re-Teach

Purpose	Intellectual Preparation & Assessment	Assessment
Lessons are devoted to concepts and skills for which students have previously demonstrated unacceptable levels of mastery (<65%), evidenced by weekly assessment, unit assessment, diagnostic or IA data. CORE TENET CONNECTION: Conceptual Understanding; Productive Disposition; Strategic Competence & Adaptive Reasoning **Schedule** (As needed in response to data) -Cumulative Review block (2-4) -Math Meeting (k-1) -Friday math block (k-4)	**Lesson Planning:** As part of the weekly data cycle, teachers use the LASW protocol to prioritize skills and concepts that students demonstrated unacceptable levels of mastery on and plan for re-teach. The lesson should always close with a final Exit Ticket to assess mastery. This happens both in response to weekly exit tickets during the first 20 minutes of the cumulative review block, as well as the Monday following the Weekly Quiz, as needed. The aim of a math re-teach is to clear up students' misconceptions and errors, and drive mastery of previously taught and not-mastered content to ensure success with grade level material. The teacher approached re-teaching the content through engaging students in error analysis to allow students to reflect on their previous misconceptions and errors. The teacher decides what student work to show that will most effectively drive student mastery given the extent of misunderstanding. Teachers select standards or skills for re-teaching based on student data. Data comes from weekly quizzes and exit tickets. Typically, any standard or skill that less than 60% or 65% of scholars have mastered is re-taught. Learning is a process that occurs over time and our expectations for mastery should reflect that. Re-teaching after collecting data for one lesson is appropriate when fluency or complete conceptual understanding is expected after a series of lessons have been taught. Practice provides students with opportunities to engage in work that hones in on common misunderstandings and allows students to be reflective of their misconceptions as a means to developing a more coherent understanding of the previously not-mastered material.	- Interim: Standards are re-assessed according to the blueprint. - Weekly: Network-wide and school based weekly quiz data should inform re-teach as well as reassess review content - Daily: Observational data, in-class work, Exit Tickets

Math Intervention/Re-do

Purpose	Intellectual Preparation & Assessment	Assessment
Math interventions can serve one of three purposes: 1-To hold students accountable to work completion 2-To help students understand math concepts from the lesson 3-To remediate for students who are significantly below grade level CORE TENET CONNECTION: Conceptual Understanding; Productive Disposition; Strategic Competence & Adaptive Reasoning	**Unit-Level Preparation:** 1. Teachers use MPG, IAs, weekly quizzes, and previous unit assessment data to determine any students who will need continued math intervention before a new unit begins. 2. Teachers also preview upcoming units to identify pre-requisite skills that may need to be taught through math intervention before the new content is taught. 3. Teachers consult First Steps/Navigating Number, Investigations, enVision, TBKs, Illustrative Mathematics, and Engage NY for math intervention resources. **Daily/Weekly Re-do Preparation:** 1. Teachers check homework and exit tickets daily for completion and accuracy. Students who need additional support or did not complete to the best of their ability are given re-do opportunity within the same week. 2. Teachers utilize online platforms like ST Math to further differentiate support during designated intervention times. **Lesson Planning:** Teachers are responsible for the planning and execution of interventions and re-do. Interventions and re-do are planned for implementation both during the math block as well as during designated intervention friendly times when the math teacher is not teaching. The teacher bases the intervention and re-do on data from exit tickets, quizzes, and IAs, and should use their best professional judgment along with careful looking at student work protocols to determine which type of intervention is most appropriate.	- Interim: interim assessments are used to determine further need for math intervention - Universal Screener/Progress Monitor: All students are formally assessed three times annually using the nationally benchmarked MPG (K-2) assessment to determine initial placement in one of three tiers for intervention and measure progress throughout the year. - Unit: unit assessments are used to determine further need for math intervention - Weekly Quizzes: weekly quiz data is used to determine further need for math intervention - Daily: observational data, intervention completed work
Schedule Full-Day: -school-based Half-Day: -school-based		

Achievement First: Middle School Mathematics Program Overview | 2020

Overview

The purpose of this document is to clarify the core tenets of our mathematics program along with the key indicators of excellence.

Alignment to our Mission

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have long standing importance.

In the K-12 mathematics program at Achievement First, our vision is set by what we will see in our scholars. We are building a program in which we will see the mathematical practices come to life through the shifts (focus, coherence, rigor), called for by the standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

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   - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
   - Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
   - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
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   - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
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4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
   - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
   - Focus SMPs: 1
5. Problem Solving: the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
   - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.
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From the above tenets the standards for mathematical practice (CCSSI 2010) were derived:

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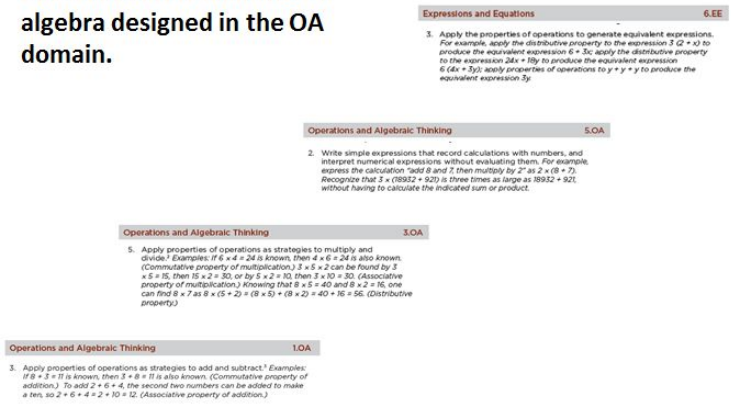
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra; linear functions

2. COHERENCE: Across grades and linked to major topics

- Connect the learning within and across grades so that students can build new understanding on foundations built in previous years
- Build on conceptual understanding of core content. Each standard is not a new event, but an extension of previous learning.

One of several staircases to algebra designed in the OA domain.



3. RIGOR: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

- The CCSSM require a balance of:
  - Deep conceptual understanding**:** Conceptual understanding supports the other aspects of rigor (fluency and application)
  - Procedural skill and fluency: The standards require speed and accuracy in calculation

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  - Application of skills in problem solving situations**:** Students can use appropriate concepts and procedures for application even when not prompted to do so

MS Math consists of a 90 minute block. Of that time, approximately 50 minutes should be used for the Core lesson and 40 minutes should be used for Cumulative Review. Click the links to see the related FOIs for Core and CR.

In addition to the 90 minute block, some scholars will benefit from intervention. See the chart below for recommended structures for Tier 1 intervention

Recommended Additional Tier 1 Intervention Times

Type of Intervention	Who should we target?	What's the purpose?	When could these happen?	What materials could we use?	How many students should be targeted?	Who should lead?
Pre-Teaching Core Content	Students on the cusp of proficiency	To increase rate of skill acquisition, build confidence, and get additional at bats, the math teacher pre-teaches that day's the lesson to students.	20 -30 minutes during breakfast or AM advisory	The class materials for the day.	15-20/grade	Math Teacher
HW Club	Students with low completion or accuracy on HW	Ensure that HW is completed with fidelity and that work done on HW is completed with excellence.	30 minutes during lunch or immediately after school	Shared HW materials.	As needed	Math Teacher or Interventionist r
Priority Standards Re-teaching	Students on the cusp of proficiency	Ensure that all students on the cusp are making marked progress on the low and medium level items to meet network goal of >84% average on L level items and >69% on M level items.	During CR (in place of Mixed practice at most 1x per week), during intervention block, lunch, or additional time in day.	Test prep books or revised problem sets from core lesson and CR.	15-20/grade as needed	Math Teacher or Interventionist r
Work Redo	All students – weekly quizzes	Guarantee that all students correct the work from weekly quizzes and are able to demonstrate mastery with re-do.	Weekly redo block, advisory	Weekly Quizzes	As needed	Math Teacher or Interventionist r

"If the house is to be set in order, one cannot begin with the present; he must begin with the past." John Hope Franklin

Overview

The purpose of this document is to clarify the core tenets and define excellence for the Achievement First History Secondary (5-12) Program.

Theory of Action

If we are successful in our secondary History course of study, students will enter college with the skills and knowledge they need to persist and ultimately to graduate. We believe that Advanced Placement is a critical pathway toward college-readiness, and we strive to maximize AP participation and success in our high schools. Middle school history foremost prepares AF scholars to successfully traverse that path from pre-AP World History through our AP history courses. Simultaneously, our secondary History program is designed to help scholars meet the Common Core Literacy Standards, with an explicit emphasis on historical reading, to build historical thinking skills, and to promote identity development and civic engagement. These components align with our network's mission to provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders for our communities. Via an emphasis on daily document analysis, close-reading, historical reasoning, and argumentation, AF history instruction ensures that scholars become better readers, thinkers, speakers, and writers in ways that transcend history class. Where appropriate, the history program aligns strategies and approaches with literature and composition classes, but fundamentally pursues an approach grounded in disciplinary thinking.

AF History Secondary (5-12) Program Tenets

AF's Secondary History Program aims to:

1. **Cultivate conceptual understanding and build essential content knowledge.** History instruction is not the teaching of facts; it is the building of understanding. Effective history instruction grounds concrete knowledge in larger concepts. Our focus on conceptual understanding is in line with the most recent revisions of the AP history frameworks. The College Board's shift from topics to concepts is consistent with the Common Core push toward deeper understanding and with David Conley's scholarship on how knowledge is cemented. It promotes investment, achievement, and college-readiness, while empowering scholars with core understandings about our nation and world and improving their word/world knowledge toward increased literacy.
2. **Support college-ready literacy proficiency.** Daniel Willingham, a cognitive scientist at the University of Virginia puts it simply: "Teaching content is teaching reading." Not only does history support literacy through content, but history classrooms also build key nonfiction reading, discussion, and writing skills. In the secondary history program, critical literacy skills are woven into every day of instruction through reading for information (typically via Cornell notes/HW), document analysis, and close-reading. These skills are aligned to the Common Core State Standards and often pull directly from the standards themselves. Our program teaches scholars to "read like a historian" (Samuel Wineburg, Stanford University), utilizing historical reasoning skills to determine the significance of a document in a specific historical inquiry.
3. **Develop historical reasoning and argumentation skills through inquiry-based, student-centered, high discourse instruction.** In addition to literacy skills, the history program also incorporates important historical reasoning skills, as articulated by the College Board and by scholars of teaching and learning. At its core, history is a discipline defined by asking and answering questions about how to define the past. To practice history is to engage in investigations; to construct, challenge, and reconcile ideas; and to present analyses supported by evidence and careful historical reasoning. Accordingly, daily instruction in secondary history is typically inquiry-based, student centered, and rooted firmly in discourse; scholars perform an investigation into a central historical question using multiple documents, or they close-read a text seeking to stake a historical claim about the past using evidence from the text. Central historical questions prompt scholars to practice one of the historical thinking skills named by the College Board and experts in History Pedagogy: causation, continuity and change over time, and comparison. In all inquiry-based lessons scholars must utilize the historical thinking skills at the core of the discipline: historical contextualization, empathy, sourcing, analysis of evidence,

corroboration, reconciliation, and argumentation. Additionally, in some lessons, scholars deconstruct, compare, corroborate with evidence, and critique the historical interpretations of historians using secondary sources.

4. **Develop in scholars a critical lens, a firm sense of self, and a desire to act.** James Baldwin, in his "Talk to Teachers," poignantly advises that if he was a teacher of a student,

   I would try to make him know that just as American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it, so is the world larger, more daring, more beautiful and more terrible, but principally larger – and that it belongs to him. I would teach him that he doesn't have to be bound by the expediencies of any given administration, any given policy, any given morality; that he has the right and the necessity to examine everything.

History content and thinking provides rich material for grappling with complex and important issues, e.g. the use and abuse of power, oppression and agency, democratic involvement, the relationship between humans and the environment. The history classroom should be a place where opportunities are leveraged to engage students and equip them with the skills and habits of minds to make informed judgments. As critically, history classrooms should cultivate identity development and inspire personal mission through the deliberate emphasis on contestation and agency, especially that of individuals and groups who worked for justice. As Langston Hughes urged in "A Need for Heroes," in our curriculum and instruction, we constantly strive to ensure that scholars understand both the structural origins of historical trends, including those that wrought injustice, and the brave and powerful acts of contestation and agency of individuals and groups, so that they might see in themselves "heroes."

"Tell the world the glories of our journey."

"I think knowing one's history leads one to act in a more enlightened fashion. I cannot imagine how knowing one's history would not urge one to be an activist." John Hope Franklin

Appendix A: 5-12 History Program

Course of Study, Curriculum at a Glance

Grade	Course	Units
5	**World History I**	1. The Origins of the World 2. Early Humans and the Neolithic Revolution 3. Early Civilizations 4. Classical Empires and States 5. Postclassical Empires
6	**World History II**	1. Postclassical Islamic Empire 2. Long-distance Trade 3. Postclassical Empires and Trade 4. Land-based Empires 5. Maritime Empires
7	**United States History I**	1. Colonial America 2. US Constitution in context and the balance between freedom and order 3. Coming of the Civil War 4. Reconstruction 5. Progressivism
8	**United States History II**	1. US Expansion and Imperialism 2. Contested American Identity in the Early 20th Century 3. Great Depression and WWII 4. Modern Civil Rights Struggle 5. The Cold War and Contemporary Foreign Policy

Grade	Course	Units
9	**Foundations of History (revised course in 20-21)**	*This course is currently being redesigned and developed.* 1. Geography and Ways of Knowing in History 2. Ancient Civilizations 3. Rise and Fall of Classical Era Empires 4. Postclassical Interconnection 5. Postclassical State-building
10	**AP World History: Modern / Modern World History**	1. Regional and Interregional Interactions (ca. 1200 – ca. 1450) 2. Global Interactions (ca. 1450 – ca. 1750) 3. Industrialization and Global Integration (ca. 1750 – ca. 1900) 4. Accelerating Global Change and Realignments (ca. 1900 – the present) 5. AP Review and Contemporary *Global Issues Research (CT)*/Regents Prep (NY)
11	**AP US History / US History**	1. European Encounters in the Americas, Colonial Developments (1607-1754) and Constitutional Foundations (1754-1800) 2. 19th Century 3. Reform, Depression, and World Wars (1890-1945) and the Cold War, Liberal Reform, and Conservative Backlash (1945-1980) 4. 1980-Present, AP Review, and *Civics Bridge Project (CT)*/Regents Prep (NY)
12	**AP Government and Politics**	1. Foundations of American Democracy 2. Interactions Among Branches of Government 3. Civil Liberties and Civil Rights 4. American Political Ideologies and Beliefs 5. Political Participation

Appendix B: Program Logistics

Program Logistics	Brief Rationale
Vertical Alignment and High AP Participation Standard	If we are to be excellent with equity, we need to prepare all scholars for the rigors of college. Research shows that AP participation improves college grades and persistence even for scholars who earn a 2 on the AP exam. We know that in addition to the academic skills and knowledge AP scholars attain, AP gives scholars the experience of college-level work in high school and helps them to develop a firm identity as a college-bound student with the resolve to persist. We also know that the College Board has done the best research and development, with pedagogical and college-readiness experts from secondary and higher education, and created the most rigorous history curriculum, aligned to an explicit, primary objective of college-readiness. For these reasons, 100% or our 9th grade scholars take a course designed to prepare them with the foundational skills they'll need for AP history and social science. Our middle school and ninth grade history program builds strategically toward AP World and US histories, taking as its core the Curriculum Frameworks for APWH and APUSH and the historical thinking skills and student performance expectations defined by the College Board. In all of our schools, we should be aligned in our belief and operate in unison to increase AP readiness, participation, and success until we are at 100%.
Full-Year History in Grades 5-12 for All Scholars	In order for our scholars to develop the necessary history and literacy skills and the academic habits to be successful in our rigorous secondary course of study, it is paramount that all scholars participate in history classes throughout each academic year. The secondary school history course of study builds strategically unit to unit, year to year, and our scholars need to engage in each and every unit and day of instruction. According to Stanford University scholar and reading expert Sam Wineburg, "it is precisely those students who find reading a textbook challenging and have never encountered sources in their other classes who most need to be exposed to historical questions and the documents that address them." Pulling scholars for the year or regularly throughout the year from history class undermines their core humanities instruction, their high-school readiness, and their AP access in HS.
Dedicated History Teacher Per Grade	History teachers are tasked with a significant job: they need to teach conceptual structures so that students can grasp patterns across time and place; they need to teach the history of the world and the United States; they need to teach geographic, economic, civic, political, and anthropological content and skills in addition to history; and they need to teach students to read, write, and speak with evidence from complex primary and secondary sources. Given the multiple important priorities addressed in the history program, history teachers need to specialize in a single grade and subject in order to have the necessary time and space to master their practice, thereby fulfilling their task.

50-60 Minute Class Periods - ***Daily or 4 days/week with rotating instructional time on Fridays***	First and foremost, with the aggressive focus on nonfiction literacy in the History program, spending more time in History class amounts to aligning more class time to the instructional shifts indicated by the Common Core Literacy Standards: building knowledge through content-rich nonfiction; reading, writing, and speaking grounded in evidence from text; and regular practice with complex text and academic language. Second, with TCP in place, fairness becomes a significant issue. Since scholars must demonstrate comprehensive conceptual, content, and skill mastery on the same end of year assessments, if they have unequal class periods, then they are not on an equal playing field. A scholars who has 40 minutes of class time compared with a scholar who has 60 minutes of class time amounts to the latter scholar receiving an additional 63 hours/days of instruction. (This works out to 48 less hours of instruction for 45 minute class periods and 32 less hours of instruction for 50 minute class periods.) Third, unequal class periods create a significant problem for shared planning; teachers in schools that do not offer daily history instruction will not be able to utilize fully daily lesson resources from the network, impacting quality of instruction, cohesion of program, and teacher sustainability.
History Teacher Coaching	Teacher development is key to quality instruction and to retaining the strongest teachers for scholars. Every middle and high school history teacher, regardless of grade level or teaching experience, must have a consistent assigned coach who attends history cohort PD and provides IPP, LASW, and observation-feedback support to the teacher. Ideally, one person, an Academic Dean or teacher-coach, coaches all history teachers in a school. Where this is not the case, the school should identify one point-person responsible for “department leadership” in the building, including serving as liason with the Achievement Director, cascading information from TTL and AcOps, and administering assessment, PD, etc.

TOWN OF
NORTH PROVIDENCE

STATE OF
RHODE ISLAND

CHARLES LOMBARDI
Mayor

OFFICE OF THE MAYOR
2000 Smith Street
North Providence, RI 02911
Phone 232-0900
Fax 232-3434

September 23, 2020

Rhode Island Department of Education
255 Westminster St
Providence, RI 02903

Dear RI Board of Education Members,

I am writing to express my support of Achievement First's application for expansion. Achievement First now has five schools serving over 1,500 students in Rhode Island and will add a grade each of the next five years until it reaches 12th grade. Achievement First's successful track record of closing the achievement gap across 38 schools in five geographies is the reason I strongly advocate for an investment in the expansion of Achievement First in Providence, Rhode Island.

I have the privilege of serving on the Achievement First Rhode Island Board of Directors. As a Board member, I can attest to Achievement First's ability to identify strong school leaders and build high-performing charter schools in some of the most historically underserved neighborhoods. In August 2013, Achievement First opened its first school in Rhode Island, Achievement First Providence Mayoral Academy, serving 180 kindergarten and first-grade students from the communities of Providence, North Providence, Warwick, and Cranston. In 2019, they serve as a proof point that closing the achievement gap is possible. Achievement First Rhode Island students scored 22% points higher than the state and 41% points higher than Providence students in overall proficiency on the Rhode Island Comprehensive Assessment System (RICAS). More than 83% percent of these high performing students qualified for free-or-reduced-price lunch and over 27% were English Language Learners. I am grateful that the children in our communities will benefit from this exciting opportunity as we strive to deliver on our promise of closing the achievement gap.

I believe traditional public schools can learn from high-quality charter schools, and Achievement First is committed to sharing best practices with their neighboring districts. My vision is that charter and public schools will empower one another to ensure every single child is receiving a high-quality education. There is no better economic development or social welfare initiative than reforming our education landscape, and Achievement First is a vital part of Rhode Island's increased investment in education. On behalf of the City of North Providence, and as a member of the Achievement First Rhode Island Board of Directors, I enthusiastically endorse Achievement First's application for expansion.

Sincerely,

Mayor Charles Lombardi

Mayor of Providence

Jorge O. Elorza

September 24, 2020

Rhode Island Department of Education
255 Westminster St
Providence, RI 02903

Dear RI Board of Education Members,

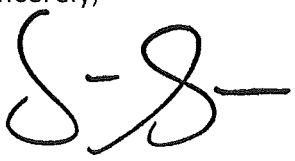
I am writing to express my support of Achievement First's application for expansion. Achievement First now has five schools serving over 1,500 students in Rhode Island. Achievement First's successful track record of closing the achievement gap across 38 schools in five geographies is the reason I strongly advocate for an investment in the expansion of Achievement First in Providence.

I have the privilege of serving as the Mayor of Providence and the Chairman of the Achievement First Rhode Island Board of Directors. As Chairman, I can attest to Achievement First's ability to identify strong school leaders and build high-performing charter schools in some of the most historically underserved neighborhoods. In August 2013, Achievement First opened its first school in Rhode Island, Achievement First Providence Mayoral Academy, serving 180 kindergarten and first-grade students from the communities of Providence, North Providence, Warwick, and Cranston. In 2020, they serve as a proof point that closing the achievement gap is possible. Achievement First Rhode Island students scored 22% points higher than the state and 41% points higher than Providence students in overall proficiency on the Rhode Island Comprehensive Assessment System (RICAS). More than 83% percent of these high performing students qualified for free-or-reduced-price lunch and over 27% were English Language Learners. I am grateful that the children in our communities will benefit from this exciting opportunity as we strive to deliver on our promise of providing ALL of our families access to excellent public schools.

I believe traditional public schools can learn from high-quality charter schools, and Achievement First is committed to sharing best practices with their neighboring district schools. My vision is that charter and public schools will empower one another to ensure every single child is receiving a high-quality education. There is no better economic development or social welfare initiative than reforming our education landscape, and Achievement First is a vital part of Rhode Island's increased investment in education. On behalf of the City of Providence, and as

Chairman of the Achievement First Rhode Island Board of Directors, I enthusiastically endorse Achievement First's application expansion.

Sincerely,



Jorge Elorza, Mayor
City of Providence

Cranston City Hall
869 Park Avenue
Cranston, Rhode Island 02910
401-461-1000

Allan W. Fung
Mayor

September 28, 2020

Rhode Island Department of Education
255 Westminster St
Providence, RI 02903

Dear RI Board of Education Members,

I write to express my continued concerns with the Achievement First expansion application that is the subject of this hearing before the Council on Elementary and Secondary Education.

While I am supportive of charter schools as an option for parents and students, I continue to have the utmost confidence in the Cranston educational system. Cranston Superintendent Jeannine Nota-Masse, our administrators and our teachers are working together to implement many innovative programs that are preparing our students for college and beyond. They are providing a solid foundation for them to succeed in college, in a career, and in life.

With that being said, I do recognize that there are a number of families from Cranston attending Achievement First. From my conversations with our Superintendent, this does have a financial impact upon the school system's total budget. As always, I am concerned that this loss of funds undermines the innovative work that is being done in our school system.

Therefore, I must oppose any additional expansion of the Cranston student population allotment. However, I am supportive of the expansion of Achievement First in Providence. If the state and the City of Providence believe Achievement First is an important piece of their educational plans, then I will not object to our neighboring city's need to provide more opportunities to its residents.

To be clear, I am fully confident the Cranston Public Schools, under Superintendent Nota's leadership, are serving our students and families well. I also believe parents deserve the opportunity to choose what is best for their children.

Sincerely,

Allan W. Fung

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(Warwick Mayoral letter of support to come)